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Project Exhibits for Parents

Emma Gary Wallace

TEACHERS and school demonstrators have, in the past few years, become increasingly familiar with the Project Idea and in the main it has proved practical and valuable. The public, however, is still somewhat confused on just what sort of undertaking a Project is, and somewhat doubtful as to its value in educational work.

It goes without saying, that in order to get the best results and the finest kind of co-operation on the part of school pupils, that parents must understand and approve this method of teaching. To this end, as well as to encourage the pupils themselves, it is desirable from time to time to have well-planned and well-displayed exhibits of project handiwork.

In order to get the largest possible number of parents and adults to attend, the exhibition or display should be well advertised and held open long enough that those not able to inspect it at one time, may come at another. In order to give definiteness to the invitation, the time limits should be plainly announced, preferably in the press. Then it is often of additional interest to have a set program to which the public is invited.

There may be music by the school pupils, and an explanation of the progressive character of the Project Work from grade to grade, in art and handicraft for boys and girls. An address by some authority on "The Place of the Project in Modern Education Methods" should prove illuminating, and if the main text of that address can be reproduced in the local newspaper, a larger audience will be reached. It is also a proved psychological fact, that people who have attended and listened to addresses, and who have taken trips or shared in outings, always enjoy reading about them. It is as though they lived their pleasures over, supplying any missing details. In this way, added emphasis is given to the outstanding facts, and double benefit is derived by those who both attend and read about the event.

Educational ideals have been undergoing a marked change during the past ten years. It is no longer con-

sidered sufficient for a boy or girl to be able to recite the multiplication table glibly, perhaps sing-songing it in unison with others. To have transferred, as it were, the multiplication table from the book to the head of the pupil, has some value, but not nearly so much as when the following three steps have been taken: *First*. To have a general idea of what a subject or undertaking is all about, and what it is good for when you have mastered it; *Second*. To conquer the mechanics necessary for a comprehensive understanding; *Third*. To be able to put the knowledge gained to practical use and *to enjoy doing it*. Until a pupil can meet those requirements, the education is incomplete and likely to be of a passing character and questionable as to the value of the mental discipline given.

To have read a Shakespearean play by way of meeting the requirements of some curriculum, cannot be expected to educate the reader to any great extent. But if the three steps already outlined are followed in the study of, let us say, *The Merchant of Venice*, and the subject matter of the play, even with its Shakespearean English, is reproduced in the form of a pageant, with each player interpreting the character or part he takes according to his own idea—such a project will assist greatly in the matter of the true educational process, and those pupils for all time will understand the Shakespearean background, the subtle humor, and the dramatic values as they never can otherwise.

Thriving handicraft project work is now met with from the kindergarten on through the modern, progressive high school, and as one teacher has well put it, "It turns routine into joyful occupation, quickens the pulse, makes a game of studying, puts life into schooling."

Surely anything which achieves such notable results, is worthy of the very best which teachers and school administrators can give and provide. The proof of the pudding is the eating, and the test of a method is its results and the character-building nature of it.

Projects make all the difference in the world be-

tween educational theory and practice. It is a discipline during the plastic years of youth in the importance of doing things, of doing them well, and of following through from a well-thought-out start to a successful finish. Such training begun in the kindergarten in early childhood and carried forward progressively until high school is completed, will have formed deep-seated habits, which are bound to motivate maturer years.

As we look about us honestly at the present time, we will be obliged to admit that a great many people who are failures today, might well have been salvaged and developed into useful and happy citizens if they had had such training from childhood on.

Project work overcomes the inertia of following the line of least resistance—of merely admitting facts and processes, and being content to drift.

The Project Idea needs to be appreciated by the teachers, and the idea actively employed in getting the tiny tots started on their educational journey. Reading and writing used to be supposed to begin with blackboard work and textbooks and posterlike rolls which were hung up for the children to see. Such a method took the children out of their accustomed grooves of thinking and doing. It alarmed and discouraged some of them, and was inclined to make mechanical students of the more adaptable pupils—all of them run in pretty much the same mold.

The Project Method gives an interesting and delightful incentive for the little children to observe accurately and to use their own hands. Kindergarten rooms today are perfectly fascinating with the choice touches of well-executed work achieved by the children—posters painted by them, vases amazingly attractive, flowers and animals cut out (some of them colored), tiny furniture, a doll house all set up and its rooms furnished in a highly commendable manner. Here we see a living room with an artificial fireplace, chairs, a davenport—most of the furnishings made of orange crates and upholstered with cretonne or chintz. Sometimes the little people had done all of this work themselves. In other cases, gifts had been made from the grade ahead of some finished Project Work, especially meritorious. Thus the older children had the joy of sharing and the pleasure of encouraging those who were walking in their own footsteps.

The Project Idea unfolds from room to room and grade to grade. Here we see a playhouse actually large enough for several children to enter, to sit in, and to enjoy. And the best of it all is, that they made it—the first graders. Actually painted it themselves, planted flowers growing around it. With their rulers they had measured the framework and cut the materials out on the sturdy workbench. It had been the happiest kind of game to paper the playhouse—the boys measuring the strips and the girls helping cut and paste the paper. No trouble for those children to understand papering and carpeting problems, nor later in life to grasp quickly how inexpensively and with what a relatively small outlay of work, a dingy room or house may be made into a spot of cheer and a real home place.

Where a fireplace appears in these Project Rooms, there always seems to be a library corner—one or more bookcases, also made out of orange crates, and comfortable chairs and a reading lamp. Here we have a lesson in true homemaking, and how much of joy and interest the pages of history and literature may bring to those who make provision for them in everyday living. Someone has said that if every home could have a fireplace, and a bookcase, and a good reading lamp, that racketeering and gangsters would disappear in a single generation!

In a second-grade room, a most interesting Dutch scene was encountered—the sea, dikes, a lazy canal flowing through the lowlands made convenient with bridges. There were windmills and cows and Dutch folk all about who could be recognized instantly by shoes and costumes—and their plumpness. It hadn't been enough for these children to read about those things. They had been anxious—eager to translate their thoughts into real things. They don't answer the school bell with lagging feet!

Other project results were the reproduction of Japanese scenes, quaint and realistic; of Eskimo villages in white and glistening with the sparkling frostiness of the North; feudal castles with their turrets, moats, drawbridges, and knights in armor; husky green frogs in suitable surroundings to please the frogs; pollywogs wiggling in a small aquarium; outside a vegetable garden. One visitor described some of the Project Work of a school visited in the following words:

"Indian villages seem to sprout all over the place, from life-sized teepees on through to a papoose. One grade had been studying colonial life and so they had constructed the interior of a colonial house, complete, very complete to the finer details. Another in studying the same had built a beautiful colonial mansion. In the eighth grade one whole floor was given over to a southern plantation, house, barns, storehouses, cotton field, the master and his Negroes.

"There was project work in book form, in writing, in soap molding and carving. Nearly every room had its Washington Bicentennial project in some form. There were model airplanes, statuettes, and boats all the way from a scene of Columbus landing from the *Santa Maria* on up to a truly remarkable display of a battle cruiser, frigate, clipper ship, Robert Fulton's old side wheeler, and the *Santa Maria* in the eighth grade. These boys had spent hours on these ship replicas, had delved into encyclopedias and war books to 'get the line and rigging just right.'

"In the home-economics department in the grammar-school building one began to get the first taste of high-school project work. There one found a perfect kitchen with diet charts, and appetizing samples of cooking. Across the hall was the sewing room with the walls festooned with dresses, from children's frocks up to the natty sport suits and elegant ball gowns which our high-school girls had fashioned with their nimble fingers.

"That which was exhibited in the grammar school was but a steppingstone to the advanced work to be found at the high school."

In the high school as might be expected, truly ambitious projects are undertaken, many of them showing marked originality, resourcefulness, and even inventiveness, because boys and girls who have been

doing things—thinking them out constructively from start to finish since their kindergarten days, are not going to stop now, for they have learned that reading and writing does not begin with textbooks nor penmanship, but rather with *the incentive to observe accurately, and to use the hands skillfully*. Thus are brain and hand co-ordinated, and the growing child learns to see more than he would ever see otherwise, and to undertake more than he would have dreamed of undertaking.

When we come to think about it, the child of today, by every right ought to be, and in a great majority of cases is, much further advanced at the same age than children were fifty years ago. This is true because of careful physical and hygienic training from birth; the scientific balancing of diet; systematic physical examinations by way of prevention, rather than waiting for defects to develop before they are dealt with; emotional and environmental adjustments on the part of wide-awake mothers; and the natural widening of the child's horizon through such agencies as the automobile, the moving picture, and the radio. The following incident is illustrative of this point of the rapid development of the young child of today:

This wee girl of four years is the daughter of a physician. She, with her six-year-old sister, was taken to visit her maternal grandmother for the first time. Her mother had talked to her along the line of suitable conduct while she was a guest in her grandparent's home.

"You must come at once when you are called," the mother cautioned both children, "say 'Please' and 'Thank you,' do what you are asked to do cheerfully, be quiet and, of course, not meddlesome. Then when you leave grandmother's house, you will thank her for the happy time she has given you."

Both children really conducted themselves most creditably. They had been trained in Project doing, and thus had within themselves fine resources for their own entertainment, and they were not constantly asking monotonously, "What can I do?" They went ahead and did things on their own initiative.

When the time came for them to leave, the older one thanked her grandmother for the nice time she had had. The little four-year-old put it in her own words.

"I've had a beautiful time, Grandmother, and I'll come back again sometime to visit you, but right now I want to go home to my own badness."

The grandmother gasped. Then her face wrinkled into an understanding smile. Little Elizabeth had been living in an atmosphere of formalism and ideas of grown-upness about as long as she could stand it. She wanted to go home where she could do many of the interesting things, impossible as a guest in someone else's home. The idea of this *naturalness*, being badness, was evidently a hangover from an earlier time.

The Project Method of self-expression through creative activities gives an opportunity for imagination and initiative and real purpose in the use of time. Boys and girls learn that shabbily made toys and doll clothes which come to pieces when an attempt to use them is made aren't worth the making, and that a les-

son prepared barely enough to squeeze by with, is a cheap and shabby thing.

In our own childhood when we were in school, our teachers in English were careful to differentiate between "You may go" and "You can go"—"may" implying permission and "can" signifying strength, ability, capacity; likewise between "teaching" and "learning." The old countryman who was represented as saying, "I'll learn you how to do thus and so," was held up as an awful example of illiteracy, for it was pointed out that while someone could "teach" us, we alone could do the "learning." The older methods were inclined in many cases to make the impossible attempt to "learn" us instead of "teaching" us. The Project Method is a delightful and practical pathway which the student, young or old, travels in order that he may learn for himself.

It is one thing to stand alone on a shore of sand and rock; it is one thing in a lonesome or bewildered hour to take hold of a hand; it is one thing to breathe the air about us; it is one thing to live in the House of Life where we have never quite fitted. But—

Think of standing on a shore,
And finding it God's shore;
Think of taking hold of a hand,
And finding it God's hand;
Of breathing new air
And finding it celestial air;
Of feeling invigorated,
And finding it immortality;
Of awakening and finding it's home.

The Project Method is an educational idea which helps us vastly to see, to recognize, to feel, to do, to be! Let's use it that lives about us may be enriched and made strong and shining! An exhibit of art work by grades from kindergarten through high school is marvelously interesting, especially when it is tied up in each grade with practical projects which lead to home decoration and artistic design.



Oh, Dear Jesus

Oh, dear Jesus!

I love You.

Do You really

Love me, too?

I wish to be

Your little child:

Make me always

Meek and mild.

Teach me how to

Work and pray;

And my daily

Prayers to say.

Then, dear Jesus,

When I die,

I will go to

You on high.

The Reading-Approach Method for Modern Languages *Agnes M. Brady*

Editor's Note. This paper is an enthusiastic statement of the reading approach to the study of foreign languages. It is undoubtedly superior to the grammar method, and judging from results seems better even for results in grammar. The problem of the direct method is not discussed.

I USED to think I was teaching modern languages *via* what was popularly called, ten to fifteen years ago, the "eclectic" method; that is, we idealists chose what we considered the best from each of the various known methods, put them all together, and called them, in the aggregate, the "eclectic method."

Seven years ago, I prepared another idealistic creed for myself: I intended to accomplish the impossible with my students and give them:

1. An ability to read a modern language (orally and silently). For this a mastery of pronunciation would be acquired.
2. An ability to understand simple conversation.
3. An ability to reproduce what was heard. (This meant perfection in taking dictation.)
4. An ability to express oneself in simple (oral and written) words.
5. An understanding of the people who spoke the language, something of their customs, their history, their culture, and their institutions.

(Of course a thorough knowledge of grammar, verbs, etc., would be included in 1, 2, 3, and 4.)

I think there is no teacher of languages who does not agree with me that this aim, accomplished, would be ideal. However, I am more than convinced that in ten hours a week at the most, for eight or eight and one-half months a year, for one, two, or three years, an instructor cannot perform the miracle, no matter how enthusiastically he works, of teaching thoroughly what it has taken me, and many like me, twenty-five years of concentrated study to *begin* to master.

So, now, I am "reduced," or rather elevated, to this—and I believe my students are learning and retaining more, without sacrificing their enthusiasm: the reading-approach method. The approach-to-reading method is by far the best for my students, if actual tests count for anything. This I have proved to myself, after a period of three years of experimental tests. The tedious working up to the final tests will not be discussed here.

I am not too idealistic now, and much more satisfied, when I note down the effects, just as I noted down my creed seven years ago:

1. Students can read with such sufficient ease after two years of study that they read other than assigned texts, and with almost surprising rapidity.
2. A knowledge of the psychology of a foreign people is gained "first hand" through a knowledge of its literary expression. (We read works written by the foreigners themselves, not homemade foreign-language books.) (a) Of the intelligent class, from the authors themselves, thinking men. (b) Of the middle and low class, by the characters and incidents the authors describe. (c) Of the manner of thinking of

all classes, from the situations presented and the solutions given.

3. Source material can be read in a foreign language to furnish authoritative background for other courses, such as history, government, sciences, sociology, etc.

4. The journalistic endeavors of foreign nations can be understood with facility and compared with our own (if the student's chief interest is journalism). This last phase can be developed in all branches of study: commerce, mathematics, history, home economics, sociology, etc.

5. A spirit of internationalism has taken root, which may help to develop a foreign consul, a diplomat, or even a president.

6. Since all the other methods of foreign-language teaching—direct, grammar-composition, "eclectic," conversation—can be deduced, or expanded out of the reading-approach method, why not finish the two or three years of instruction with having given a tool with which the students can progress to wider endeavors; or remain satisfied to read now and then a good book; or, and it will be in some cases, relapse to the initial stage of recognizing foreign words in literature or reading signs in foreign countries. (Students taught the pure grammar method, never, I think, relapse, after five years away from their foreign language, to the initial stage of remembering that *on dit*, *man sagt*, and *se dice* all require the verb in the singular and are translated "they"!!)

Traveling in foreign countries, reading newspapers at home, seeing "movies," listening to radio programs, all are more enjoyable, because they are more quickly comprehended, when one knows one or several foreign languages if only superficially. A traveling companion of mine once put me down in his estimate-of-acquaintances book as a proficient scholar (I heard him telling some friends of his that I was!) because I translated for him, "north," "south," "east," "west," and "No smoking, if you please" and "No spitting" in a street car in Paris!

We language teachers are frank enough to admit that *some* students do not profit anything by their study of a foreign language, that the time has been wasted, etc.—familiar stories in all school systems! But we do not admit that for this reason foreign language should not be taught in our high schools. Does every student profit by his study of history, chemistry, and mathematics? I doubt that the instructors of these subjects would say that they inspire *all* their students to learn *all* there is to know about their subjects. Unconscious, persuasive methods can be used to induce a student "who never did like a language anyway" to acquire habits of study in learning by reading a foreign language, which may later be applied to make him a scholar in the field of history, his favorite subject. A chemistry major may find himself with a good position in South America because he took two years of Spanish, once! A college student longing for a pleasant summer's vacation may receive an appointment—to a menial job—on an Italian liner going to Europe, because he impressed someone with his: *Buon giorno!*

Come sta? etc. The ambitious young physician may save himself months of study of German now, because he has been "exposed to it" in high school, and he may begin at once his studies of the brain in a German hospital and laboratories. All these "mays" are actual acquaintances of mine!

But, this paper is not to be an argument for the teaching of, or the continuing to teach, foreign languages in our schools, but an argument for a method whereby students will want to continue their study after the classes have ended. If any superintendent is inclined to drop the foreign language from his curriculum, I should like to suggest that he try a different method of instruction, and then, after two years or so, take a vote from the students as to whether the language be retained or dropped.

I believe that the *first day* of language study is the time to begin giving practical, usable, lasting information. I believe that simple, complete, practical sentences can be taken on the first day. Why spend days learning how to pronounce letters and letter-combinations in words that will never be seen again? Content words used in practical sentences need not be saved until grammar rules have all been learned and irregular verbs have been memorized. How dull! In my mind, grammar rules should always be by the inductive method. Compare these two systems for learning the pronunciation of Z in Italian: *protozoi zeppa amicizia zappa*, accompanied by various rules, and practice and imitation, and imitation and practice . . . and then never referred to again in all the year of study! Why not the simple, and silly, sentence: *Lo zio disse: Paziienza, ragazzo! — Zitti! disse con voce di lizza.*

In Spanish, give a little "ditty" to recite, even in a sing-song fashion, but you have written indelibly on the tongue several commonly used verbs:

Cuyo soy, eso no lo diré yo,
Porque cuyo soy,
Me dijo que no dijera
Que era suyo.

Or learn the complete geography of South America in one day, pronouncing correctly all the cities, countries, and rivers, incidentally learning the verbs *ser* and *estar* (without knowing just why yet). How surprised some pupils will be to learn that the capital of El Brasil is not "Ry-o di Janary-o," nor is "Bunus Airs" the largest city in La Argentina! (The diplomatic service in Washington would like to meet some intelligently trained men and women who know Spanish and Spanish-American conditions!)

The grammar - rule - composition - thumb - the - pages method is laborious and tiresome and has no lasting effects. As soon as the final examination has been taken, the knowledge learned is, with a sigh, cast along with the textbook, to be sold second hand. The rote-memory method is horrible; no wonder educators talk as they do about languages! Nor is the conjugating-for-speed-first-second-third-person of so much lasting and utilitarian value as the comprehension-by-context method. One simple paragraph, containing *je n'ai que, vous êtes, ils ont, tu dis que*, written by a Frenchman in his own French, and identified and re-used by the

American student of French, is worth far more than the rapid-fire conjugation of these verbs in the several tenses. If I need to say quickly in Italian "he is dying," I should be embarrassed to stutter out: *muoio, muori, muore, moriamo, morite, muiono. . . . Oh, yes, muore . . . venga, venga, venga, veniamo, veniate, vengano . . . venga!*

So, read, read, read, keeping always in view the goal to which we are striving: an intimate acquaintance with, and a sympathetic understanding of, the author's people and their ideas, how they say what they have to say; what their ideas, their customs, their culture, and their life are like. Even the choice of the first reading book should be made in accordance with the goal: history, literature, anecdotes, poems, fables, short stories, sketches, journalistic articles, treatises on botany and animal life, lives of great men and women, legends and myths, folklore, problems in arithmetic and geometry, studies in geography and cosmography, inventions, etc. The more diversified the material, the larger the vocabulary (first passive, then active), and the more interesting for the student. Wit, humor, colloquialisms, puns; business terms, lofty descriptions, psychological probings: be able to change from merriment to seriousness in a moment's notice. Don't give the idea—or rather, correct the idea—that all France is Paris, that all Dutchmen wear wooden shoes, that all Italians are hucksters, that all Spaniards play the guitar (I spent six months in Spain and did not see one *mantilla* on a woman's head!), that all Mexicans carry knives! We could learn many a lesson of culture, refinement, and thought from our near and far neighbors. Perhaps some day one of our internationally trained foreign-language students will be given a position as producer of moving pictures and will give a cinema with a foreigner in some other role than that of villain!

Three years ago, I discarded composition books and began my read-read-read method in Spanish. I have tested all the students (A to F grades) in the first- and second-year classes and am ready to submit my results.

Tests in Reading for Comprehension

1. Students were called for a two-hour session and given books they had never seen before. Each student was given one hour to read, consulting vocabulary and notes whenever necessary.

2. At the end of the first hour, questions on the pages read were passed out, in mimeographed form. The students were tested on the content, miscellaneous grammar points, irregular verbs, and subjunctives, and questions were given in Spanish to be answered in Spanish. The written part of the test lasted one hour also.

3. The reading material used was:

a) For the first test: VITAL AZA: *Chiquilladas*, consisting of 5,300 words on 35 pages; an average of 150 words a page. Both first- and second-year students used the same text, the purpose being to see the difference in rates.

b) The second test was: QUINTERO: *Sin Palabras*, consisting of 5,450 words on 39 pages; an average of 140 words a page.

c) The text used for the third test: LINARES RIVAS: *Cada uno a lo suyo*, with 2,700 words on 23 pages; an average

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of 120 words a page. The last choice of text had an advantage over the others, in that the majority of the second-year students were able to finish the entire play in the hour, thereby completing a unit.

d) Compare the length of the above plays with ESCRICH: *Fortuna*, a text very well known in the United States. *Fortuna* has 7,500 words.

In the first test, 14 first-year students who had completed 8 credit hours in Spanish, read from 5 to 17 pages, or from 750 to 2,550 words in one hour. In comprehension, judged by their ability to tell in English the main events and the point of the story, they scored from 65 to 100 per cent. In knowledge of grammar they scored from 65 to 100 per cent, and the same for ability to answer questions in Spanish. In addition to these 14 pupils, there were three who failed in the course. They read from 2 to 4 pages (300 to 600 words) in the hour and made scores on the test ranging from 40 to 65 per cent.

In the first test, 13 second-year students who had completed 14 credit hours, read from 13 to 20 pages (1,200 to 3,000 words) in an hour. They scored from 90 to 100 per cent in comprehension, from 65 to 100 per cent in grammar, and from 75 to 100 per cent in ability to answer questions in Spanish. This list does not include one failure who read only 1,200 words and scored only 50 per cent in the three items tested.

None of the second-year students began the intensive reading method until the second year; so they had the same amount of training in this method as the first-year students. It can be observed that, although the second-year students had a more thorough training in grammar than the first-year students, who began on their first day of Spanish to read, there is no appreciable difference in the results. Grammar taught by the inductive method, then, can be retained as well as that taught by any other method—supposing that the results with so few students prove anything.

In the second test, 13 first-year students who had completed 8 credit hours read from 3 to 18 pages (420 to 2,700 words) in an hour and scored from 75 to 100 per cent in comprehension and grammar and from 65 to 100 per cent in ability to answer questions in Spanish. In addition, there were 5 students who failed in the course.

In the second test, 17 second-year students who had completed 14 credit hours read from 10 to 39 pages (1,400 to 5,450 words) in an hour and made scores from 65 to 100 per cent on the three items treated.

In the third test, 14 of the first-year pupils read from 6 to 15 pages (750 to 1,820 words) in an hour and scored from 90 to 100 per cent in comprehension, from 85 to 100 per cent in grammar, and from 75 to 100 per cent in Spanish answers. This excludes three students who failed in the course. There were 17 who took the test.

In the third test 10 second-year students read 12 to 23 pages (1,440 to 2,700 words) in from 45 to 60 minutes. Nine of these scored 100 per cent in comprehension and one 80 per cent. In grammar, one scored 70 per cent, three 75 per cent, two 85 per cent, one 90 per cent, and three 100 per cent. In Spanish answers the result was about the same as in grammar.

Summary of Results

The median number of words read in an hour in the first year was 1,200 words, in the second year, 2,400 words. These 2,400 words cover about 12 pages of *Fortuna*, a commonly used textbook.

Students who have had one year of this training read from 420 to 2,700 words per hour, an average of 1,290. (Students who failed in the course are not included.)

Students at the end of the second year (some of whom had two years of this training and others trained by other methods for a year) read from 1,400 to 5,450 words per hour, an average of 2,465.

The students who took these tests over a period of three years were not selected, but taken as they came, with poor to outstanding ability. All students enrolled in the classes were obliged to take the test at the end of the year's work. The grades in the six classes fit fairly well into the generally accepted "grade curve": A, 10.64 per cent; B, 26.6 per cent; C, 36.17 per cent; D, 13.83 per cent; F, 12.76 per cent.

This is merely the beginning of an experiment that needs to be carried on for years and with several hundred students before the results can mean much. So far, it seems probable that such a scheme of testing students' ability to read rapidly for comprehension (with grammar in the background, but an essential tool) is worth the effort; furthermore, it seems, from these initial tests, that the reading-approach method accomplishes as much as, if not more than, other methods.

Mob Psychology in Religious Education

Sister Mariette, O.P.

It is difficult to say where this evil of mob psychology begins or ends, but perhaps we may say that it begins in the first grade, for here the "keeping-in-step" training begins in earnest. And it continues through grammar school, at least. We have the Children's Mass, the Children's Sodality Sunday, the Children's Confession time, the Children's this and the Children's that, where the "Children" are so herded by the "good Sister" that by the time they have reached even the middle upper grades of the elementary school they cannot or at least do not do anything except with the group that is so thoroughly dominated by the "Sister." If by any chance the everlasting "Sister" fails to get the group together for, say First-Friday confessions, the percentage that goes on its own initiative is so small that one begins to wonder if there isn't something wrong with this herding plan.

It would seem that some system could be devised by which each member of the group could be trained to the regular practice of his religion in a more individual sense or that the stimulus of each in the group should come from within himself and not from the outside. There seems to be a feeling even among upper-grade youngsters that the only reason for performing certain religious actions is because they have been told to do so. There seems to be an utter lack of personal responsibility and of a sense that it is the *right* thing to do and therefore "I must do it." The duty in itself does not appeal to them.

A striking example of this was furnished during a Forty Hours' Devotion which took place unexpectedly on a Monday. The Sisters had had no opportunity to warn the children to come and make visits. The consequence was that when the eventual "checking up" took place on the following day, there was found to be an alarming percentage who had not even made one visit, although it had been announced in the church on two succeeding days. They had not been "told" by the Sister.

It is the same cry all over the country. You may hear the complaint from anyone, of the pitifully small numbers who go to extra religious services to which they are not herded *en masse*. There are endless evidences of our failure to accomplish what we have given up our lives for, but until we can develop personal initiative in the children of our schools our success as trainers of young Catholics is bound to be negligible.

What is your solution to this practical problem?

A Month in Holland

Sister M. Felix, S.S.J.

Author's Note. This unit of work on Holland was carried on and enjoyed by the early elementary group, under the department of education in Nazareth College, Nazareth, Michigan.

I. Origin and Anticipation

THIS unit of work which was carried on during the entire month of March had its origin in November when the class took an imaginary trip from England to Holland while studying the wanderings of the Pilgrims.

The quaint, picturesque people, their very interesting costumes, the brightly colored windmills, the numberless dikes, canals, and boats, the attractive little houses with green shutters were all very fascinating. To have remained in this interesting country would have been pleasing, but the Pilgrims had to be accompanied to the New World. The class enthusiasm was temporarily satisfied when someone suggested that we make a return trip when the blowy winds of March would bring the tint of spring and set the silent windmills whirling.

II. The Awakening

The first suggestions of Holland appeared in the form of window decorations. A Holland village made from cut-outs was first displayed. Green plasticine was used to represent land and blue plasticine, the canals. This miniature village made its appearance during the noon hour on February 26. When the group gathered in the homeroom, eyes beamed with joy and questions poured forth. The next step was to view this village from the outside. Returning from this little tour, each individual seemed to be transported to the Netherlands.

III. Development

1. Searching for Materials

The following days were busy ones for our energetic little workers. There were many problems to solve, the most im-

portant of which was where to obtain the information we desired. A trip to our department library resulted in a collection of books with many helpful suggestions and stories. The next day costumes, klompen, dishes, skates, and pictures were brought to school. Our Holland corner became more and more attractive. The student teachers imbibed the enthusiasm of the children and went in search of contributions. They obtained from the Kalamazoo public library fifty stereographs of Holland, as well as pictures portraying the peasant's life, some of fishermen, others of cities, dairies, canals, windmills, houseboats, dog carts, and homes. Not the least attractive among these contributions was a Dutch doll.

2. Unexpected Departure

Monday morning found the homeroom converted into a little Holland market place. Among the items of interest on the board the children read "In Holland at 2:30." This stimulating sign was the harbinger for the happy month spent on our imaginary tour through the Netherlands.

Two members of the group conceived the idea they would like to take charge of explaining the slides. Promptly at the appointed time we were introduced to Hans and Gretchen who had recently arrived in our country. They were dressed in Dutch costumes. Briefly our friends compared the Netherlands with America, giving us a vivid picture of beautiful canals, dikes, green pastures with grazing Holsteins, the tulip beds of Haarlem, spotless dairies, quaint little beds hidden behind cupboard doors, giant windmills grinding wheat, fisher folk with their baggy trousers, long-legged birds wading in canals or nesting on the housetops.

As a result of reading books such as *Holland Stories*, *Ned and Nan in Holland*, and *Little Journeys to Holland*, our guides had so familiarized themselves with the country that they found no difficulty in taking us on this imaginary tour. When, therefore, Hans and Gretchen invited us to return



Some of the Children We Met in Holland.

with them, all gladly boarded the *George Washington* on March 2, sailed across the Atlantic, and arrived at the Hague on March 10.

IV. The Hague

1. Solving Problems

Our next step was to discuss the many things about which we wanted to know; what we would like best to do, and what cities we should like to visit. As a result of our group discussion the following list was compiled: The people—their homes, their customs, their manner of dress. The busy windmills—why so many? purposes. The dikes and canals—how constructed? The canal boats—life of the fishermen. Farm life—stables, care of cows, dog carts, milkmaids, vegetables and fruits raised. Cheeses—how made? cheese market. Klompen—where made? why worn? Winter and summer sports. Schools.

2. Things We Would Like To Do:

Visit a stable at milking time. Find out how Edam cheese is made. See a market place. Visit the diamond cutters. Call on Queen Wilhelmina. Go through the Amsterdam Zoo. Visit a Klompen shop. See Haarlem's floral beds. Ride in a houseboat. Visit the inside of a windmill.

3. Cities To Be Visited

In order to decide which cities were most accessible from The Hague we needed a map of the Netherlands. A committee went to the history department, and the instructress mapped Holland on paper 18 by 24 inches, using poster chalk. This completed and tacked on the bulletin board, we set about tracing our routes, and completing our plans to visit the following cities: The Hague, Rotterdam, Amsterdam, Haarlem.

4. Sight-Seeing Around The Hague

Our trips each day were very enjoyable. Water taxiing through a city was a novelty. We agreed that the city might well be called "The City of the Storks." After visiting the fish market we knew our long-legged friends found this attractive spot a welcome home; they were allowed to pass back and forth among the baskets and no one thought of harming them.

The clean, shady streets and fine Dutch homes were interesting, but to find in the center of a town a small lake, and within the lake an island, was amazing. This picture was complete when in the distance we saw white swans approaching to bid us welcome.

What fun we had one day when we were attracted by a pink ball hanging from the door knob. Our guide explained to us that the Dutch announced the arrival of a baby girl in this manner, and that of a baby boy by hanging a red ball.

The bathing beach near The Hague was unique with its hooded chairs. The museums, hotels, art gallery, and the House in the Wood were all interesting, but our guide had kept the secret of The Hague for our last but not least enjoyable day in this, the most beautiful city of the country. We left The Hague for Rotterdam as happy as any group could be, because we had been in The Royal Palace and had spoken to the Queen of this heroic race of the Netherlands.

5. Activities Resulting from the Trip

So amused were we at the balls hanging from door knobs here and there along the streets that we decided to attempt to make some. After securing silk, lace, and cord, cutting and sewing began. In a short time we had two balls, one pink and one red, which we hung in the quaint little Dutch corner of our homeroom.

The Netherlands flag waving from each boat in the harbor made us wish to have one of our own. After collecting the strips of material, one little girl's mother, who is a seamstress, sewed the strips together. The class appreciated this kindness and proved it by composing a letter, then choosing the lady's

daughter to write it, because first, it would please her, secondly, because her writing and work was always well done. The group were proud of the balls and the flag and explained their significance to all who visited our room.

V. Rotterdam

1. Sight-Seeing

When we reached Rotterdam, our guide informed us we had come to the greatest seaport of Holland, and that it was from this port that most of the Dutch immigrants leave for foreign lands.

Among the places of interest which we visited in this city were the cathedral, with its massive organ of fifty thousand pipes, a museum, a charitable institute, and a market place.

To visit a market place was one of the things which we had most desired to do, so we set out to gratify this desire. Along the streets we met the country maidens in odd costumes, going to market to sell milk and cheese. These milkmaids carried yokes. This sight was amusing, as in America we never had seen milk or cheese delivered in this fashion. It was a queer market and was held in a grove of trees in the center of a great square. Articles were exhibited for sale in booths and odd little carts. It was gratifying to see so many of our vegetable friends present in the market place. A very noticeable point was that every woman was knitting, while tending the possessions of her master or mistress.

Close to the market we saw canals, crowded with boats; many of these boats come from farms near by. One boat looked like a long house on a barge and that was exactly what we found it to be, a houseboat. We were invited to take a trip to the country in it. Oh, what fun! We shall never forget this trip. There were two cabins in the boat. When we entered the first cabin we perceived little cushioned seats on either side, windows with lace curtains, some cupboards, and a table. Everything was very clean. Looking from the windows as we rode along we saw garden houses, trees closely cut, and their trunks painted red, blue, and yellow. This boat took us past many fine farms and through queer windmill-dotted meadows where sheep and cattle grazed.

2. At a Farm

We first noted the peasant home, covered with thick paint of every color, ornamented with stucco and odd coats-of-arms; trees trimmed that looked like wooden trees that represent toys we receive at Christmas time. The Dutch peasants are very polite, self-reliant, sober, and industrious. Many are well-educated. Few are very rich and few very poor. The poorest have a small space of land and sometimes a pig or two. Among the crops we saw wheat, rye, oats, buckwheat, beets, hemp, flax, hops, and tobacco. We saw no fences, but later learned that the canals around the farm served as fences as well as roadways. The Dutch farmer counts his wealth in cows and windmills rather than in acres of land. We noticed that all the cows were Holsteins.

We were delighted and amused when the farmer brought us into his neat little home. The kitchen, living room, bedroom were all in one. But greater amusement was in store when presently he opened a cupboard door and revealed a bed. Inquiring looks were exchanged among us as we first eyed the man and then the bed. One of our group said, "Do you mean you sleep in that bed?" Our good-natured friend smiled and said, "I yoost double up."

Nor was this the only marvel we were to see, for again our farmer friend opened a mysterious door and we stepped into, yes, a cow stable. But such a stable! We couldn't tell which was the cleaner, the stable or the family living quarters. Each tiny window was covered with lace curtains and the walls were white. Before each cow was a trough of drinking water. During the winter the cows are combed and

washed as carefully as are the farmer's children. The man told us that the cows leave the stable in May and remain in pasture until November. In the dairy we saw cheese presses. We were informed that millions of pounds of butter, great quantities of beef, and of cheese, are sent to England and other countries each year. We met some of the cheesemakers, who had come to Holland to learn the secret of cheesemaking. It was interesting to see so many cheese balls covered with red rinds. These cheese balls, we were informed, were Edam cheeses and known the world over.

Before leaving we met the Dutch wife. What a perfect picture of cleanliness! She, in turn, showed us many interesting things about the corner of the big room we might call the kitchen. Seeing so many cans we were inquisitive and asked that she show us the inside of some of them. Imagine our surprise when she pulled down a tea cannister and showed us her collars! Her handkerchiefs, belts, aprons, caps, and petticoats were hidden in like fashion. It was really a remarkable day. On our return that evening to our hotel apartment, we completed plans for our trip to Amsterdam.

3. Work Done After Sight-Seeing Through and About Rotterdam

A small maiden's yoke was made out of a piece of wood 4 by 14 inches, a small half circle being cut to fit the back of the neck. Securing two small peanut-butter pails, we painted them white and attached them to the yoke with some firm white cord. We had to have a maiden to place this yoke on, so we got busy and hunted up a doll. After securing the doll, we had to get material to make petticoats, waists, aprons, collar, and cap. This done, our doll was dressed at the end of a week. This doll we named Wilhelmina, and it attracted many to our department. Our Wilhelmina was made a present of the yoke. In the meantime the boys had been busy in the workshop and soon had made a nice Dutch bed out of a prune box. Using thick tack board about 6 by 8 inches, we made Holland scenes from different colors of plasticine. These were varied, as the children used ideas which they had gathered from their study of Holland books. Some of our more talented members were allowed to sketch with poster chalk, scenes on heavy brown wrapping paper, size 24 by 28 inches. These scenes also varied as they were original.

4. Enroute to Amsterdam

Before leaving Rotterdam we were told of a very interesting Klompen shop we would pass shortly before our arrival in Amsterdam. We eagerly looked for the first signs of such a building but were not prepared for what we saw. The building was very small and the floor was piled with round wooden blocks. Peter, the Klompen maker, was very busy when we entered and we became interested in watching him at work. The block he held in his hand gradually took on the following changes:



The visit was enjoyed, and Peter was kept busy answering questions.

VI. Amsterdam

1. Water Taxiing Through a City

At our first sight of Amsterdam we stood speechless—it seemed a medley of windmills, towers, steeples, factory chimneys, and masts of vessels. The streets of Amsterdam are very beautiful. Canals run through the center of these streets and on each side are stately trees. Strolling through the city,

we saw many odd sights. Most interesting were the Hollanders from the provinces, dressed in the quaint costumes peculiar of their own section. It was very pleasant to travel about the city in boats of various kinds—steamboats, yachts, and sailboats. We watched the passing of the curiously dressed people, with their noisy, clumsy shoes, the lounging sailors with their pipes always in their mouths, the busy housewife dressed in spotless white, with scrubbing brush and pail, or knitting in hand, sitting at the door or at the window. We noticed in Amsterdam that the Hollanders moved slowly; it was such a contrast to the activity and bustle of our American cities.

As to the interesting buildings we visited, the Exchange with its merchants and brokers was a new experience for all. When we drove up to the royal palace, we were so surprised that "Oh's" were heard on all sides. Had it had but four stately pillars, we would have felt we were back at home and about to enter our own dear Nazareth, so much did it resemble our building. The diamond factory was very interesting. We spoke to some of the cutters, who told us that the diamonds were brought to Amsterdam from South Africa. Some stones take months to cut. We also learned that a perfect diamond should have sixty-four sides. Rough diamonds worth several millions are cut here every year. We noticed that not a grain of dust was wasted. The dust is used in giving the diamond a highly polished finish. There are more than sixty diamond-cutting plants in Amsterdam. Hundreds of men and women are employed in them. Rijk's Museum was also interesting. The mechanical-toy shops were very inviting; we all wanted to bring many of the pretty little boats, windmills, and shoes home with us.

The Amsterdam zoo was the next place of interest. Many kinds of strange animals live in this zoo: birds, beasts, reptiles, and fishes, all brought from foreign countries. The garden covered 28 acres of land. We were informed that it was the finest and largest zoological garden in the Netherlands.

Having spent over a week in Amsterdam, we decided to make plans to visit Haarlem.

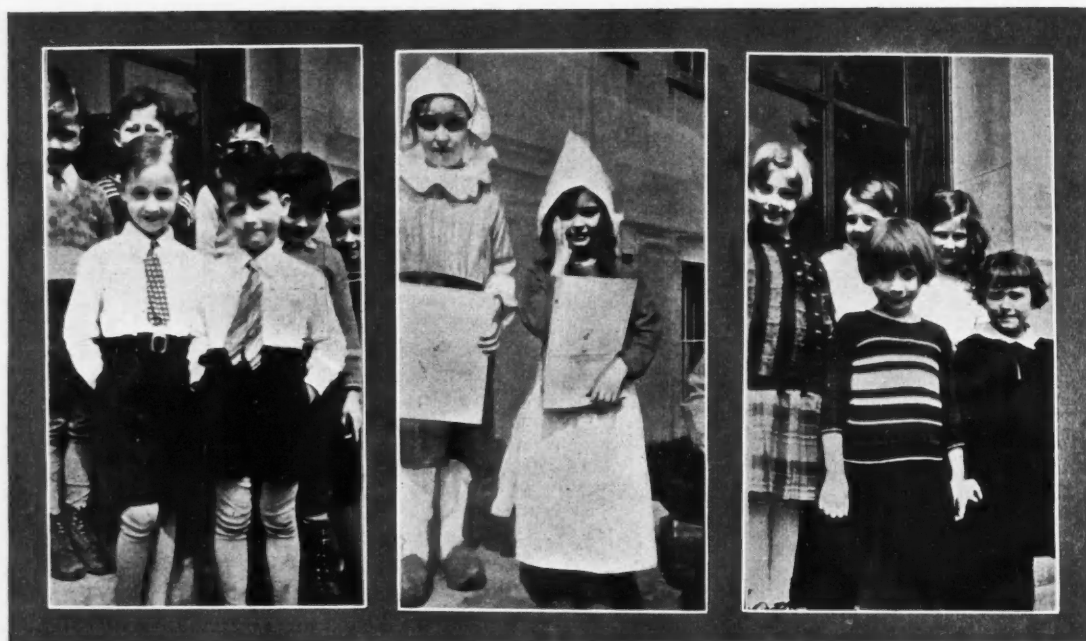
2. Work Accomplished After Water Taxiing Through Amsterdam

From bogus paper, 9 by 12 inches, folded in half, we cut a pair of klompen, filled them with three sheets of ordinary practice paper, and wrote in short sentence form the information obtained from Peter. The following are the sentences:

"The Dutch peasants wear wooden shoes. They call their shoes klompen. Wooden shoes are worn to keep their feet dry. Leather shoes would soon decay. The Dutch remove their klompen before entering the house. They walk clump, clump, clump. The Dutch scrub their shoes, then hang them up on the branch of a tree to dry."

So impressed were we by the windmills of Amsterdam, we made windmill booklets from bogus paper, 9 by 10 inches. The windmills when completed measured about 6 by 8 inches. Inside we wrote all the words we knew would be reminders of the many things we saw while touring this quaint little country. Words written in booklets are: "dikes, canals, windmills, carts, milkmaids, Amsterdam, Moeder, vader, kind (child), Rotterdam, Zuider Zee, bicycles, diamond cutters, Queen Victoria Hotel, Queen Wilhelmina, stoofje, water taxi, tulips, klompen, fisherman, zoo, fur caps, Princess Julia, Mina, Hilda, Gretchen, Ned, and Betje."

Each child wrote a letter home from the city of Amsterdam and mailed it. We told the parents of our experience taxiing through this city, and of our trip to the zoo, of our intended trip to Haarlem, and then to Paris. The parents were as enthusiastic about our Holland projects as were the children.



Happy Little Americans Returning from Holland, and Two of Their Dutch Friends.

VII. Haarlem

1. Its Attractiveness

We had read about the floral beds of Haarlem but were not prepared for the sight that met our eyes. Acres and acres of land were covered with red, yellow, and pink tulips. The Hollanders are fine gardeners and for hundreds of years they have worked to grow the finest tulips that are grown in the world. The city of Haarlem regards the tulip as the queen of flowers. Haarlem is also the center of the hyacinth trade of the world.

We entered St. Baron's Cathedral shortly before services and were amused to see the sexton going about placing little stoofjes in various places. We later learned that people rented these little stoves to keep their feet warm while at services.

We were very sorry we couldn't take time to visit the Frisian Islands, but having been in Holland nearly four weeks, it was imperative that we journey on to Paris, before sailing to America.

At this time we were introduced to a young man by the name of Mr. Henry DeBoer, who lived in a small village near these islands. Mr. DeBoer had worked in a dairy and cheese factory and had recently come to America. All that we had not seen and still wished to know, he told us. The class kept him busy answering questions and giving us information for an hour and 45 minutes.

2. Activities Resulting from Our Visit to Haarlem

Freehand-drawn tulips were cut, some placed in vases, others in small flower pots. White caps were also made, by the use of two white paper napkins. Mr. DeBoer wrote on our board the Holland alphabet; small booklets were made. Having so many booklets, drawings, etc., to keep, we felt the need of preserving them; consequently, scrapbooks were made to hold our valued collection. A picture of a Dutch girl with a cat was pasted on the cover of each scrapbook. We also wrote a letter of thanks to Mr. DeBoer, for his entertaining visit to us.

3. Culmination of Activity

Everyone seemed to be interested in our project. Many called to view our work and to see our illustrative materials.

Weekly assembly being a day all look forward to and enjoy, it was readily decided to give a Holland assembly. Madam Chairman called for volunteers to help her give a brief account of the month's tour.

From the very beginning of the project, the class wished to have a Holland party, so this seemed to be the opportune time to have it. All those who could, secured Dutch costumes, and those who couldn't, were Americans—so it worked out that those dressed in Dutch were Holland friends, giving their American friends a farewell. This arrangement was most agreeable to all. The next step was to vote on a committee to take charge of the party. The Dutch group called a meeting which resulted in the selection of a manager, a decorating committee, and a serving committee. We had to have flowers to decorate with and, as tulips were the most appropriate for the occasion, each boy and girl brought a nickel to school and went to Haarlem on a nickel tulip walk. We returned with three dozen gorgeous tulips. For place-cards we had very small windmills made double and pasted only at the top, thereby allowing them to stand up at each place. These were the work of the older members of the group. Names were written on the fan of each windmill. Delicate yellow napkins were donated as well as small doilies. The difficult task ahead of us was what to serve. After much debating, we decided on Dutch buns (these were made at our bakery under the direction of Mr. DeBoer); Edam cheese (this we secured at a delicatessen store and it still had its red rind); marmalade; and chocolate.

It was decided to invite a grade to our assembly that had not previously visited us. The following is an exact copy of the form of invitation that went out, written by third-grade girls on windmills:

"We've had the fourth, we've had the fifth, but we haven't had the sixth. Come sixth, come sixth, come tomorrow at half-past one. Come to Holland for eats and drinks, but most of all its fun."

—The Homeroom Children.

At the appointed hour Madam Chairman opened the assembly by briefly telling those present how on March 2 we

sailed across the Atlantic on the ocean liner *George Washington*, and reached The Hague on March 10. The route was traced on a map. She gave a short vivid picture of the country and her helpers aided in giving to those present an account of our pleasant stay in the Netherlands. Questions were asked from the audience and answered by Madam Chairman. At the close of the assembly the chairman invited everyone to look over all our illustrative material and all we had made, as a result of this study. Our exhibition was in the front of the room.

Our Dutch friends then retired to the serving room while the Americans had their pictures taken. Coming in, we were served in a miniature Holland room to a delicious lunch by our little friends. At the end, one of the little Americans arose and in the name of all her friends thanked the Dutch children for the party as well as their continual thoughtfulness all during their stay in this dear quaint country.

Although we were eager to reach Paris, we were reluctant about leaving this heroic country.

Suggested Improvements

There are many ways by which this unit might be improved: A classroom or individual diary might be kept. Each individual might have an expense book in which to record daily expenditures. A question box would provide an excellent opportunity for discovering individual interests. An information bureau might be established under the guidance of those members of the group best equipped for this type of work. A group project might have made a churn using an old nail keg and a broom handle. Klompen might have been carved from soap blocks. The unit might have been culminated by having short compositions written, using suggestive titles such as "When I Toured through Holland," "A Quaint Little Country," "Water Taxing through a City," "The Cleanest Country in Europe," and "Tulip Time," or allowing the children to choose their own title.

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- Cary, Phoebe, *The Leak in the Dike*.
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 Carpenter, M. B., *Three Dutch Words*.

MUSIC

- Perkins, A. S., *Bertha of Holland*.
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 Howland, E., *Mina of Holland*.
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Illustrative Materials

- Wooden Shoes.
 Dutch Ice Skates.
 Set of Dishes.
 Collection of Holland Scenes.
 Collection lent by Henry DeBoer, who came to America recently from Holland, scarf, pocket book, scissors, religious book, cigarette case, coins, family photographs and snapshots.
 Dutch Costumes.
 Fifty Stereographs.
 Dutch Doll.

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THE WHOLE IS, IN THE END, PERFECT

Although Frank Norris was not a Catholic, nevertheless in his excellent novel, *The Octopus*, he maintained one of the soundest Catholic doctrines we possess. In uttering his farewell to Presley, an important character of the story, the mystical character, Vanamee, says the following: "We shall probably never meet again, but if these are the last words I ever speak to you, listen to them, and remember them, because I know I speak the truth. Evil is short-lived. Never judge of the whole round of life by the mere segment you can see. The whole is, in the end, perfect."

This notion constitutes the keynote, the hub, of the divine plan designed by the Creator. It is the Catholic answer to the perplexity why God, being All-Good, allows suffering, misfortune, ruination, degradation, and calamity to exist among men.

Purblind, nearsighted people view but a mere segment of life, due doubtless to man's mental imperfections. Too many people adjudicate the universe, its successes and its shortcomings, merely by gazing at the infinitely small portion of life presented to them. The materialist, the disbeliever, the blasphemous—all profess that were there a God certainly He would never permit unhappiness, evil to exist in the world.

But the Catholic philosophy of life, that philosophy for which St. Mary's stands, transcends the mere segment; it attempts to seize, to grasp, to understand, the perfect whole. Once this has been accomplished misery and destruction and the apparent mundane successes of the wicked—these all are relegated to their natural grooves and each assumes its true proportions.

Many men, manifestly prosperous, have gained their fortunes, their lucre, through circumventing, swindling, and cheating their fellow men. They see nothing but their rubicund segment of life. Alas, that this too must some day cease. But when it does, then shall there be, as the Maker admonished, "weeping and gnashing of teeth." Then shall the whole be opened to view; then shall they discover the "why" behind the whole, the divine plan, which allows the infinitesimal cog, man, to suffer. It will explain, unequivocally, truthfully, why the good suffer whereas the wicked oftentimes prosper on earth.

Our intention has not been to make converts of the purblind disbeliever, the dim-sighted blasphemous, the nearsighted materialist. We have attempted to show that whereas our reasons explaining why God allows evil to infest the world might appear lacking in cogency, yet, like Norris, we are convinced, along with nearly every other rationalist, that "evil is short-lived; that the whole is, in the end, perfect."—From *The Collegian*, St. Mary's College, St. Marys, California.

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3,000,000 Catholics Are Hard-of-Hearing

A pathetic thing in our social life is the number of people who suffer, but who in every superficial aspect are like others and no one suspects the inner tragedy. This is true, too, in education. How many children, undernourished at home, are expected to carry the educational load of our schools on such a foundation? What harm has been done to numbers of children and how often have they been scolded for lack of attention or lack of success, when the simple case was defective eyesight which the school had not discovered. With what a revelation it must come to the teacher who, assuming a particular child was living a normal life, and was going to sleep in class, learns that for that year the child had been getting up at four o'clock each morning to make a pittance at work.

At the National Catholic Educational Association the case of the hard-of-hearing was presented vigorously by the diocesan superintendent of schools of St. Paul, the Reverend James A. Byrnes. The hard-of-hearing who, because of their difficulties, do not hear the les-

sons — and in church do not hear the priest — miss the directly educational service of school and church. They are likely to be neglected. They have been neglected. They have suffered personally. They have missed the educational service which presumably they were receiving.

One may think the problem is not so important. But when Father Byrnes says there are in the country 18,000,000 people in this group as distinct from the deaf and that 3,000,000 are Catholics, we can understand the size and importance of the problem, and why we should be interested in it. The deaf, because of the obvious recognition of their difficulty, were singled out and helped. The hard-of-hearing, because the recognition of their difficulty was not so obvious, and they tried to get along without revealing the condition, have been neglected.

Every teacher, principal, and diocesan superintendent of schools needs to be conscious of the condition, to discover where it exists, and take the proper remedial measures. We shall report from time to time what is being done, particularly in the St. Paul archdiocese for its suggestion for others. We shall welcome constructive suggestions from anywhere to pass on editorially or in our news columns. — E.A.F.

Catholicism, the Old Testament, and Anti-Semitism

Even a generation that does not know history are witnesses to the building up — or had I better say to the continuation — of a great Catholic tradition. We shall omit for the present the great encyclicals of the Popes which have defined sharply the principles underlying great social crises of the nations to turn to situations where men who were at the very center of conflicting forces, passions, and issues nevertheless say the truth. Cardinal Mercier was one such clear voice in this generation. Cardinal Faulhaber of Munich is another.

With antisemitism rampant in Germany and ruthlessly pushed forward by the highest and the lowest public authority, and in that hushed atmosphere the Old Testament, integral part of modern Christianity, is to be replaced by some Germanic product, the simple and great Archbishop of Munich speaks in a series of Advent sermons, and in him reason, liberty, and Christianity find an adequate voice.

We commend, apart from this magnificent courage, Cardinal Faulhaber's book *Judaism, Christianity, and Germany* to every teacher of religion. It is strange how even in small ways we may build up racial and religious antagonism even when we have no intention whatever of doing so. I noticed it slip into a manuscript by an author who would be the last in the world to co-operate in building up such unjust attitudes in children. Our own American world view has more of this prejudice than we willingly acknowledge. Let us by our teaching of religion and all events centering about the life of Christ, as well as in teaching the Old

Testament, build up sentiments of love for all men for whom Christ died, Jew and Gentile, male and female, white and black and yellow.

In undermining the Old Testament, we undermine Christianity itself. For as Dr. George N. Shuster says in the introduction: "To undermine the Jewish foundations of Christian faith in order to prepare the way for a cult of racial nationalism is to leave that faith in mid-air, either without roots or an excuse for any longer existing. If," Dr. Shuster goes on to say, "at some future time, we in the United States could be menaced by a drift to hatreds, paralleling those now unleashed in Nazi Germany, the stand taken by a Catholic authority could be no different from that so lucidly, bravely, and effectively outlined" in *Judaism, Christianity, and Germany*. — E.A.F.

The Cardinals and Movie Decency

Each of the American Cardinals has made a significant statement regarding the campaign for decency in the movies. Let us see what their answers are to certain fundamental questions which the teachers in the public, parochial, and private schools need to keep in mind in their work with children in schools. The answers to the proposed questions are given in the words of the Cardinals as printed in the *Catholic Mind* of August 8, 1934.

1. What Moral Effects Have the Movies?

1. Motion pictures with their unutterably filthy plots are undermining the moral life of the people.
2. They deal largely with sex and crime, and present alluringly a false philosophy of life which is rapidly debasing and corrupting the minds and hearts of our children.

2. What Things Do Movies Represent or Attack?

1. The usual theme of these motion pictures is divorce, free love, marital infidelity, and the exploits of gangsters and racketeers.
2. A vicious and insidious attack is being made on the very foundations of our Christian civilization; namely, the sacrament of marriage, the purity of womanhood, the sanctity of the home, and obedience to lawful authority.
3. Production of lustful and depraved pictures.
4. What is to be condemned as reprehensible—and justly so—is the glorification of crime, lust, and, in general, the serious violation of the law of God and man in things sacred to home and society.

3. Are Movies Dangerous to Faith or Morals?

1. They are an approximate occasion of sin, and as such must be avoided at any cost. It is binding in conscience to avoid them.

4. Is the Effect Always Direct?

1. No, it is frequently insidious. It is suggestive. We get accustomed to it. It is an immoral contagion.

5. Are They Affecting Children?

1. They are affecting children—23,000,000 of them every week—and more than 50,000,000 adults.
2. The sinister influence is especially devastating among our children and youth.
3. A large portion of the audience is made up of children with tender consciences, impressionable minds, dormant passions, characters still in formation.

6. What is the Relation of Movies to the School?

1. They will undo years of careful training by the schools.
2. We spend millions and millions of dollars for schools to

build character, and we permit producers to undermine this work and thereby waste these millions.

7. Have Protests Been Made Against the Movies Before?

1. The moral forces of the nation, hoping that the motion-picture producers would see the practical wisdom of cleaning their own house, have been too patient, tolerant, and long-suffering with offensive productions. Some years ago I sent to the National Motion Picture Congress a plea for censorship from within the industry. Many others, I am sure, interested in the motion picture as an invaluable educational, cultural, entertaining agency for good, have been protesting in vain against the ever-growing degradation and perversion of the screen.

8. Why Have Protests Up to Now Been Neglected?

1. They were neglected because the box-office receipts were not affected. "You can villify us as much as you like, but your people will pay in the box office."

2. Monetary greed.

3. This moral code was unanimously accepted and solemnly signed by all the producers, and we felt that a great step forward had been taken to make the motion picture safe and enjoyable to all classes of people. We thought we were dealing with intelligent gentlemen. We were mistaken; to the most of them it was just another scrap of paper.

9. What is Hollywood?

1. It is the scandal of the world.
2. In their personal life many of the actors and actresses utterly disregard every decent convention of life.

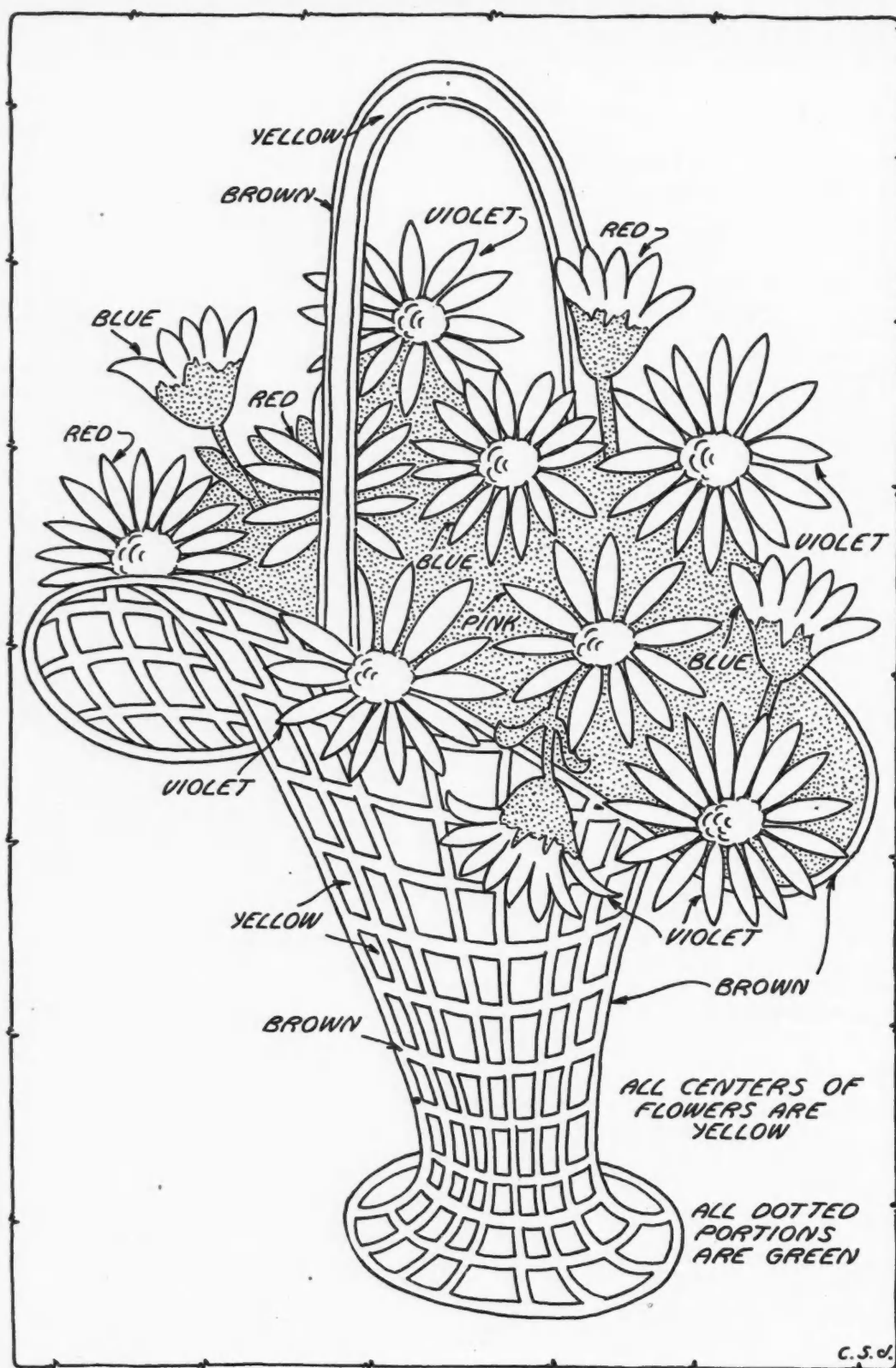
10. What Can We Do?

1. Were the mothers of America aroused to the necessity of protecting their children from the moral defilement that lurks in every depraved motion picture, they would shun the place that presents it as they would avoid with horror a pest-house.
2. The only argument likely to be heard now is that which affects the box office. We can hope for no improvement until the producers learn that it does not pay to exhibit films offensive to Christian modesty and decency. Nothing is left for us except the boycott, and this we must put in force if we would hope to achieve success.

In these questions with their answers, the Cardinals furnish us a clear analysis of the present situation, and definite guidance as to what should be done. There is no mincing of words. There is no pussyfooting. There is a clear, unmistakable, and vigorous definition of the situation. There is a specific analysis as to what needs to be done, and the only effective thing that can be done—a moral quarantine made effective through a boycott. — E. A. F.

Teaching Current History

In this issue of THE CATHOLIC SCHOOL JOURNAL will be found a helpful article on conducting a class in Current Events in the high school. Such an activity, not only in the high school, but even in the intermediate grades, when properly planned and supervised, is certainly a welcome and wholesome relief to the monotony of daily drill. And it is much more than that; it supplies both the material and the occasion for valuable lessons in citizenship. For the Catholic school we can think of no better opportunity of interesting the pupils in Catholic Action and in teaching them that our duty to God includes the conscientious performance of our duties as members of the home, the school, the Church, the city, and the state. — E.W.R.



An October Window Cut-Out.—Sister Mary Rita, O.S.B., St. Joseph's Convent, St. Marys, Pennsylvania.

Teaching Current Events in the History Class

Sister Lucy LeSage, M.A.

Editor's Note. This paper contains a number of practical suggestions for making the study of current events a regular, interesting, and effective part of school instruction. Catholic weekly and monthly magazines will supply a large part of the material needed for the program outlined.

IT IS often remarked that much of the material used in teaching history is totally lacking in personal appeal. This much-to-be-desired appeal in the teaching of history and other social studies may be obtained by the teaching of current events. Another need which the teaching of current events may be made to meet, is the one of making history teaching concrete and objective.

The chief values attributed to the teaching of current events by enthusiastic teachers are that it gives the students an insight into history in the making; correlates present-day problems with the past; helps the students to discover present-day interests and tendencies; that such work is near to the students, practical, and in constant demand; that a knowledge of current happenings is of first importance to a good citizen; that current work gives excellent training in acquiring knowledge; that interest in any work is of prime importance, and that the study of current events in the history class tends to create interest in history work; that it gives an opportunity to evaluate a magazine or newspaper article and decide upon its true worth, thus preventing an acceptance of everything read; that it develops in the students the power of expression and the ability to make themselves clear and interesting; that by showing the students that most questions have two sides and therefore need much study, it fosters the habit of considering questions from the standpoint of reason and judgment; and that it acquaints young people with the right sort of literature.

Although this array of values of current-events work presents but half its merit, let us pass on and consider other matters connected with this work. On the questions both of the class in which to do the work and the time devoted to it, the following general rules seem reasonable. (1) Do some current-events work in connection with all the social classes. (2) Give the work a definite place and time on the program, preferably one period a week. (3) Vary the work to fit the need and capacity of each class, use one method of conducting it with one class and a different method with another. (4) Beside the regular day devoted to the work, give it some attention by way of application during the regular history classes when opportunity affords.

Methods of Procedure

A survey of the various methods used by teachers may throw some light on the rather intricate problem of how to teach current events.

1. *The Committee Method.* A committee is appointed to be responsible for each topic of importance

found in newspapers and other periodicals. For instance, the topics might be: Literature and Art, Religion and Education, Science and Invention, International Events, Local Events. This list would demand five committees. Some of these committees would report every week and others every month. The recitation in carrying out this method of procedure would consist of committee reports, usually by the chairman, the report being based on work done by the entire committee.

2. *The Historical Method.* The outlining of the work should be done by the instructor who should select some important local, national, or international topic to be followed closely for several weeks. In pursuit of this plan, the material used will necessarily be a week or more old, because the teacher must know the subject matter before he can outline it. This method seems particularly well suited to topics which require historical background, in order to be thoroughly understood and fully appreciated by the students.

3. *The Notebook Method.* Eight or ten current events of his own choosing are placed in a permanent notebook by each student, along with suitable clippings and apt illustrations. The notebook is arranged according to some definite plan such as the following:

I. Local Events (in the town, city, or state): A. Name of the event: (a) Reference; (b) Digest of the events; B. Arrangement as under A; C. Arrangement as under A. II. National events (Outline the same as for I). III. International and Foreign Events (Outline the same as for I).

4. *The Informal Method.* According to this method, each student is held responsible for a concise report on some event of the day. The recitation is carried on in the form of a roll call, each member of the class responding with a brief report on some of the week's happenings. This method, it will be observed, places the chief emphasis on habit formation. Its chief merits are an absence of formality and its similarity to what people do in actual life.

5. *The Textbook Method.* Whenever a periodical is used as a text, certain portions are set aside each week for discussion. All the students are held responsible for the material, just as they are for the contents of their history textbook. The recitation is conducted in much the same manner as in the regular history lesson. Magazines which have definite sections lend themselves to this work. For example, one week a "Review of the World" would be considered; following this, "Science and Invention"; and so on with the other sections. One advantage, here, is that the teacher can assign definite tasks and demand their performance, another advantage is that of unity which is too often absent under some other plan.

The foregoing methods have been used with success

by the writer of this article, but, no doubt, the wide-awake and interested teacher will discover other and probably better ways of conducting current-events classes. The method of procedure will succeed if the instructor will keep the following points in mind: (1) The teacher must have a well-formulated plan, one that is thoroughly understood by himself and by the students. (2) The method must be adapted to the class using it; the students in advanced classes should use all the knowledge and training acquired through the methods previously employed.

What Magazines to Use

The following standards for judging the fitness of a periodical for this work have been proposed: (1) the use of precise and exact English; (2) clearness and definiteness of presentation; (3) unquestioned scholarship; (4) painstaking care in giving to its readers only trustworthy and authoritative information; (5) lack of partisanship; (6) an aggressive policy for good; and (7) the periodical's power and purpose to arouse public conscience. Everyone will concede that it is no easy matter for a publication to conform to all these requirements.

Whether the periodical is to be weekly or monthly is another consideration. In favor of the weekly publications it can be said that they are likely to be up to date and brief, but the articles appearing in them are usually of no permanent value; the topics treated are usually incomplete and not fully developed; they contain few or no illustrations and a general lack of continuity in treatment. The general make-up of the weekly publications, as a whole, is not especially appealing to high-school pupils; the weeklies generally depend on newspapers for their news and are subject to the same errors, only to a less degree, as are the newspapers.

The monthly periodical has the following good points: It contains a large variety of articles by different authors; the style of the articles usually appeals to the high-school students because it is more like what they are accustomed to; it is usually profusely illustrated and therefore likely to attract and hold young readers; the articles are often of permanent value, because they are written by individuals possessing first-hand knowledge; and the nature of the material offers to the teacher many opportunities to make historic and economic parallels; and because topics have a full month to develop, the treatment can approximate completeness and maturity. As to objections to monthly magazines, it may be said that when one period a week is devoted to the work, the student is likely to lose interest in the succeeding three weeks. Many articles found in monthly magazines are useful as supplementary reading matter in connection with courses in history or English.

Difficulties and Precautions

There are certain difficulties in the teaching of current events that the instructor is sure to encounter, but if he knows and heeds a few cautions and suggestions he may reduce the difficulties to a minimum. Some of these difficulties are the following: (1) The

work is likely to be disconnected and lack unity, and to have few tangible results. (2) The importance of contemporary events is easily overemphasized; the student is likely to get the idea from newspapers and periodical accounts, that many minor present-day happenings are as important as the French or American Revolution. (3) Securing, using, and properly interpreting the sources of information are obstacles too great for an ordinary class to overcome.

A few suggestions would help to solve some of the foregoing difficulties. (1) To keep the work from being scrappy and disconnected, center the attention of the class as far as possible, on large problems as central themes, and correlate the minor events around them. (2) Emphasize the difficulties connected with getting the proper perspective of history in the making. (3) Make the work so definite that it can be tested by means of the customary school tests. (4) Change the method of conducting the class as soon as it is discovered that the class is losing interest in the method then in use. However, a method once undertaken with a class should be continued until it has been mastered. (5) Make the work concrete by means of such devices as individual collections of clippings, pictures and cartoons, and a bulletin board for which the entire class is responsible.

The Bulletin Board

The best bulletin boards are those which are purchased from a dealer or manufacturer. These boards generally have a cork surface and are framed and backed in such a way as to provide for good service for a period of years. The ordinary wall bulletin board varies in size from one by two feet in area, to the larger ones which will approximate the size of a panel of slate blackboard. When this type of bulletin is impossible, a piece of burlap fastened in a frame may give temporary satisfaction. If wallboard or other firm backing could be used with it a very desirable board would result. To supplement the bulletin board, some other display device is often helpful. The simplest of these is a taut wire or cord placed on the blackboard molding in such a way that pictures or clippings or other material may be fastened to or suspended from it by card holders or magazine hangers.

When available, an alcove is an ideal place to put the bulletin board but I have noticed bulletin boards placed in the hallway, near the entrance of the history classroom. This location of the bulletin board seemed to be very satisfactory. As the students passed into their classroom, they could not fail to notice the displays. Nearness to an artificial light is an important factor in the location of the bulletin board.

Material to Put on the Bulletin Board

Metropolitan newspapers, many of the smaller newspapers, many magazines, countless pieces of literature issued by city, county, state, and national publicity bureaus and transportation lines, post cards, and many miscellaneous printed folders and booklets are potential bulletin-board material. The problem is not in securing material but in making a careful selection of the best items for the particular class or section

which is to use the material. A few of the sources of such material are here mentioned.

1. *Local newspapers.* Filler material sent out by syndicates which is often used in such newspapers is sometimes of value if not too sensational and if plainly reproduced. Pictures of local historical interest or relating to local happenings are valuable material in these newspapers.

2. *Metropolitan newspapers.* Nearly all such publications have current news pictures, feature articles, and other material bearing directly on certain phases of history. Sunday rotogravure sections are especially good. Magazine sections, when not too lurid, may be used. Features from editorial pages, such as "Forty Years Ago" columns, cartoons, Washington Letters, and similar items, are good. The Sunday rotogravure of the *New York Times* is very complete and very good.

3. *Magazines of special interest.* The *National Geographic Magazine* has very usable material. Some educational or school magazines, especially THE CATHOLIC SCHOOL JOURNAL, contain valuable information concerning religious observances, famous paintings, scenes and events from various periods of history.

4. *Travel booklets.* These may be obtained from many sources. Important railroad lines, steamship companies, chambers of commerce, and publicity bureaux supply booklets, magazines, maps, post cards, and other usable material. Souvenir post cards, obtainable in every city, are often very good illustrations of points of interest. Many public agencies, such as the American Red Cross, community welfare organizations, state and local health boards, departments of conservation, and similar offices issue useful posters.

Special days and anniversaries offer some of the best

opportunities for the bulletin board. Appropriate pictures, posters, and other decorations add to the atmosphere of the schoolroom, whether direct mention of the occasion is made in class or not.

Daily Attention to Bulletins

In order to keep up interest in the bulletin board some attention should be given it every day. The details of management might be put in charge of a committee appointed by the class. This committee should be held responsible for keeping the board filled with material directly related to the work the class is doing. Individuals may lend clippings, cartoons, and pictures to the committee for display purposes, these to be returned and properly filed when they have served their purpose on the bulletin board.

Bulletin Board in Teaching

As a creator of atmosphere and as an indirect teaching agent, the bulletin board can work every day. In many instances, the mere mention of what is displayed thereon may be sufficient impetus to cause the students to observe it. Like many other teaching devices, the bulletin board will give back as much in usefulness and helpfulness as the teacher puts into it. If it is forgotten after it is once placed it might as well be removed. But if the necessary attention is given to the bulletin board, it will be a source of information and interest to teachers and students.

Though as a teacher of the social sciences, I have eventually discovered through experience most of the suggestions contained in this article, still, I wish to acknowledge that I have drawn quite freely from the *Historical Outlook* and from Tryon, *The Teaching of History*.

Boy Scouts in Catholic Schools

Rev. G. P. Scanlon

Editor's Note. Here is a sympathetic presentation of the Boy Scout Movement, together with a description of the effective co-operation with it, in the Archdiocese of Chicago.

PERMIT me to preface my paper with a quotation from a letter to His Excellency, Bishop Sheil, auxiliary bishop of Chicago, and vice-chairman of the Catholic Hierarchy Committee on Boy Scouting, from Rev. Francis McNelis, diocesan superintendent of schools of Altoona, Pa.

Will you kindly appoint an interested person to prepare and present the paper on Boy Scouting. I suggest that the paper contain a brief digest of the regulations contained in the pamphlet, *The Catholic Committee and the Boy Scouts of America*. The greater part of the paper should be devoted to the possible correlations between elementary education and Scouting. A priest, if you can persuade one to prepare the paper, will make a greater impression and create more enthusiasm for the cause of Catholic Scouting.

The above preamble explains my portfolio. Believe it or not, I am the priest whom the Bishop persuaded. I do not know the procedure in Altoona but in Chicago be assured that the method of persuasion is not at all complex. "Do and we doeth."

I, too, have the honor of being under His Excellency, Bishop

Sheil, and the privilege of being his representative for the past thirty months in regard to Catholic Boy Scouting in the Archdiocese of Chicago. Whether my "brief digest of the regulations" and my replete explanation of the "possible correlations" will make the anticipated great impression and generate the aforementioned enthusiasm, remains to be seen. Unaccustomed as I am, coming as I do from an atmosphere of arnica and resin into the highly attenuated precincts of an educational conference, all I can say is that I will do my best.

The pamphlet of which I am to give a brief digest is called *Plan of Coöperation between the Catholic Committee and the Boy Scouts of America*. It is a bulletin from the Chief Scout Executive of the United States, Mr. James E. West, to his Scout Executives throughout the country. Inasmuch as my remarks concern a personal and official observation of the practical working out of its subject, it is well that I inform all those interested that a copy of this pamphlet can be obtained from the National Office of the Boy Scouts of America, in New York, or from any of the regional offices of the Boy Scouts of America. A careful perusal of it is necessary for any and all who would use the plan.

As its title indicates, the plan is one of coöperation. Those

coöperating are the Catholic Church, through the Catholic Committee composed of members of the Hierarchy, priests, and laymen, and the officers of the Boy Scouts of America. The latter see in it untold possibilities of growth and development for their organization. The Church wishes to use the boy program of the Scouts in order to bring and keep the younger male members of its flock in the shadow of the Church and under the benign influence of her priests.

The plan postulates a sympathetic understanding and practical working agreement between the clergy and laity of the Church and the officers of the Boy Scouts of America in every community for the accomplishment of this most worth-while twofold purpose.

In order that this program be carried out harmoniously, the plan advises the setting up under the National Catholic Committee of a Catholic Committee in every diocese. This board, appointed by the Ordinary, and made up of a chaplain, a lay chairman, and a Catholic layman from the membership of the executive board of each local council in the diocese, will coöperate with the local Boy Scout officers in forming new troops and fostering those already existing under Catholic auspices.

This, in brief, is the plan. It connotes coöperation between the Catholic Hierarchy and the National Council of the Boy Scouts of America, coöperation between diocesan authorities and local Scout officers, and a working understanding between clergy, laity, and Scout officers of every community, small or large.

The bulletin from Mr. West advising Scout executives to use the plan is dated March 25, 1933. We in Chicago have been satisfactorily following its prototype for the past three years. With the sanction of the Hierarchy contained in the plan in mind, it is perhaps unnecessary for us to advise all those interested that it is eminently agreeable, progressive, and successful. Inspired by the leadership of His Eminence, Cardinal Mundelein, and of His Excellency, Bishop Sheil, and aided by a clergy unequalled in loyalty, the Catholic Youth Organization of the Archdiocese of Chicago, with the sincere coöperation of the officials of our local Boy Scout Councils, has founded, nurtured, and developed a Catholic program of Scouting that now includes 8,500 boys in 200 troops, and is, we feel, doing a great work for God and Country.

Possible Correlations Between Catholic Elementary Education and Scouting

The aims of the Catholic elementary school are spiritual, educational, and recreational. Of these, of course, the religious motive is the all-important one. Our priests and teaching Sisters consecrate their lives and our Catholic people make sacrifices in behalf of the parochial school because they know that through it they best fulfill the commandment of the Master: "Suffer the little ones to come unto Me." Experience shows that it is the best means of engendering, nurturing, and preserving Catholic faith in the hearts of God's children. It is the world's largest and greatest character-building agency, and its mold is the Divine Personality of Jesus Christ.

Second in significance is the educational motive of the Catholic grammar school. Delving into the deposit of truth, it would guide the mind of growing youth through the intricacies of ecclesiastical and secular knowledge, and prepare them to be useful citizens of the Commonwealth, ever conscious of the Divine Guidance of the Holy Ghost. The trend of the times, the present economic and moral conditions, and the coincident let-down of parental supervision, place on the shoulders of priests and the Catholic elementary-school group the grave responsibility of furnishing proper and adequate recreation for our younger children. Artificial play is at best makeshift, but in our times and circumstances it has become an essential factor in the lives of the grade-school youngsters.

Lest those who have consecrated their lives to the preservation of the souls of the little ones "work all night and catch

nothing," it behooves them to advert with eyes of faith and love to the recreational channels their youthful disciples take when the bell rings "School's out." Catholic Action so often and so well advocated by our Holy Father demands supervision of the playtime of Catholic youth. To paraphrase the words of His Eminence, Cardinal Mundelein, in the dedication of a Chicago parish gymnasium: "In the olden days the Church adopted Catholic education as the inspired means of its persistence: now we must adopt Catholic recreation to hold the ground we have made and to make new conquests in the field of youth."

We must conscientiously warn one and all when we advocate Scouting as an aid to the accomplishment of the threefold purpose of Catholic elementary schools that Boy Scouting is no panacea. It will neither eradicate the effects of original sin in the ubiquitous small boy, nor appeal to every type of this irrepressible and irresistible species.

In our work in Chicago we considered the subject of Scouting in its negative and positive good effects on our boys. A large number of boys in every community were attracted to the Boy Scout program. This will always be the case. When Catholic auspices are not available, they register under other auspices, and this generally is under the guidance of a Protestant church. We do not disparage the work in this regard on the part of our separated brethren, but we do insist that such an atmosphere of religious indifference is likely to be fatal to the faith of adolescent youth. Hence we started our Boy Scout program in answer to priestly and parental prayers for an antidote to this potential and probable leakage.

From the perspective of the positive good engendered, the program of the Boy Scouts of America legislated under Catholic auspices can certainly help Catholic elementary groups in their efforts for the salvation, education, and recreation of those confided by God to their care.

Religiously, the code of the Scout based on the Scout pledge and the Scout law must help any boy in the observance of the natural law and the development of natural virtue. An organization that demands of its followers loyalty to God and Country, kindness to others, and the preservation of physical fitness, mental soundness, and moral rectitude, cannot but help those who labor to place the Kingdom of God in the hearts of others. True, by its very nature the program of Scouting must be nonsectarian, but there is nothing but praise and help in the constitution of the Boy Scouts of America for those who would use its program as an aid to religion.

To quote the Chief Scout Executive in his bulletin containing the plan: "This brief statement cannot portray the unusual painstaking and thorough procedure which I have insisted upon in the development of this plan. Each section of the plan has been carefully reviewed and revised to meet the point of view of the bishops on the Committee, the members of our Executive Board, the Coördinating Committee, and the National Staff, including the Regional Executives."

The Program of Scouting can be a great aid to education. Postulating as it does, a study of nature, it teaches the boy to make practical the theories of the classroom, to open his eyes, ears, and mind, and to coördinate all in the living of a clean, intelligent, and manly life. Critics claim that Scouting insists too much on the natural, but we think that a boy who leaves his mother's knee and his Sister's classroom with the knowledge that God made him and everything in the world, will see in the order and beauty of unsullied nature the Divine handiwork of his Maker.

As a Recreation program, while, as we have said before, it will not appeal to all boys, nor prove a panacea to those who follow it, Scouting is always ideal. It includes exercise for the soul, the mind, and the body. It advocates all that is clean, useful, and noble in athletics, and invites its neophytes to spurn the synthetic, fickle, and often immoral recreations of city life and branch out into the open spaces of God's Kingdom of Nature.

We could go on indefinitely, and possibly *ad nauseam*, illustrating the potential benefits of Boy Scouting to Catholic elementary education, stressing the points we have mentioned and including many others. However, time does not permit.

So much for the theoretical. In practice, any Catholic grammar school is an ideal set-up for the formation and cultivation of a Boy Scout troop. The boys, the equipment, the discipline, and the morale are all ready for the harvest. Nothing more is necessary than an understanding of the aims,

ideals, and usages of the program on the part of the teaching body, pastoral approbation, and the procuring of proper leadership. This last, of course, is the important and difficult factor, as it is in the other avenues of life. However, from experience, we can assure the good Sisters that they have within themselves the ability and power to choose and train, with the approval and aid of their priests, loyal men who will be only too glad to be able to aid them in their unselfish, self-sacrificing, and Christlike interest in God's little ones.

Practical Aids for the Teacher

All contributions to this department will be paid at space rates.

How Supervision Saved a Situation Sister M. Regina, C.D.P.

In 1933, a small but more progressive portion of County K in State Y united for a common purpose; namely, to provide for their children a more efficient system of instruction. There are at present six elementary rural schools with forty teachers, and a semirural central high school of which Superintendent R is the director. In joint session the boards of the several schools, under the direction of Superintendent R, decided to appoint a general supervisor for the elementary schools. In this capacity I was to serve for the coming term.

As the central high school draws pupils from all six elementary schools, it is imperative that the work done in these schools be as uniform as possible. Since my duty as supervisor is to strengthen the weak points in each school, to formulate a supervisory program that will fit the needs of all the six schools, to be used as a check upon the activities of each, I noted, at my earliest visits, the problems of each teacher.

Another duty of mine is to conduct teachers' conferences and faculty meetings, whereby I may become intimately acquainted with the teachers in order to give them an opportunity for discussion and expression as well as to develop friendly relations with the teachers themselves.

From the training I know that the supervisory program has within itself the power to make or to break a teaching staff. Unplanned supervision clumsily executed may stifle initiative, arouse feelings of resentment, and create a static situation. Teachers may fall into dull routine from which children realize little educational benefit. If, on the other hand, supervision is intelligently planned and skillfully executed, it will effect growth, and stimulate confidence. Teachers will attack the problems of the classroom with intelligence and enthusiasm, and the children will realize large educational returns.

Because of such considerations, I made use of available records and reports, planned interviews with Superintendent R, and circulated inquiry blanks among teachers. I took careful note of everything and found that the dominant weaknesses seemed to be the following: (1) Improper classification of pupils; (2) Poor reading ability of pupils; (3) Unenthusiastic school spirit.

Records showed that too large a percentage of the various grades failed to make a passing mark. There was a general complaint raised by the teachers of the central high school that pupils drawn from the rural schools were very deficient and could not keep up with the classes.

Of the forty elementary teachers, six were designated as

teaching principals with no training for supervision, thirty-four teachers are in charge of the classes in the grades. The principals, though untrained, assume some supervisory responsibility in their own building. Evidently my duty seemed clear. I called each teacher into individual conference and had her opinion as to the weak and strong points of every class. Besides, six teachers from other counties and five who had just completed their training were to be added to the teaching staff.

To remedy the first-mentioned evil I prepared several objective tests for grades two to seven, inclusive, to be administered in person, and as nearly as possible under the same conditions in each school. I advised the teachers to place all pupils who could not pass a satisfactory test in a special group. Thus we hoped to succeed in placing each pupil in the group where he could do his work with pleasure and profit.

Teachers' lesson plans received special attention. My instructions to teachers in regard to these were: (1) Select your objectives, procedures, devices, and activities from your "Course of Study." (2) State clearly the aims of teacher and pupil. (3) Create a problem and base your questions on its solution. Lesson plans cannot be followed slavishly in many instances. There is no best plan. The individualistic live-wire teacher will suit the plan to the needs of the child. Let her motto be: "Plan your work and work your plan."

In order to improve the reading ability of the pupils I ordered the *Monroe Reading Test* and the *Thorndike-McCall Reading Scale*. These I placed in the hands of the teachers to be used by them reserving for myself the privilege of giving the test at the end of the term to see how my scheme would work out.

Another defect I wished to remedy was the listless attitude of the pupils in regard to everything pertaining to school. There seemed to be an utter lack of patriotism and what was worse still, the teachers did not have the courage to begin a move to remedy this fault. I suggested that during the session the teachers and pupils of the various departments meet in general assembly each morning before the beginning of class and that they propose certain programs to be carried out each day or week as the case may be; that clubs should be organized in each grade; that pupils themselves elect their own chairman and that the teachers attempt to put some parliamentary form into these club meetings; that there should be games organized and contests in spelling held frequently; that at stated times the pupils give programs and exhibit their work; that each teacher carry out some project and thus stimulate emulation among the grades.

One of my major objectives being "Proper Classification" I focused all my attention upon these points with the hope of securing results. There was little to encourage me at the

beginning of the session as some of the teachers did not enter whole-heartedly into the plan; others, however, were grateful for the benefit of supervision. I administered the objective tests, beginning with the *Binet-Simon Intelligence Test*, and rearranged the grades according to the results obtained.

At the several teachers' meetings held early in the session, some very important decisions were taken. The principals of the various schools who acquired an aptitude for supervision must be granted reductions in teaching loads. To ward off the general complaint of "inefficient grammar-school graduates" a committee, consisting of the principal and two teachers from each school, was appointed to compile a detailed "Course of Study" for the seventh grade. This course was to set forth (1) definite aims, objectives, and attainments in every subject for pupils of ordinary ability; (2) opportunity drills for dull pupils; (3) definite standards to be indicated for all levels.

Since reading is so important a tool in acquiring ideas and in solving problems I tried to have teachers realize its necessity. The results of available oral-reading tests showed that the pupils ranked low in accuracy of pronunciation and in the ability to attack new words. Classroom visitation revealed similar weaknesses. Many teachers had no phonetic devices in helping pupils; some were inaccurate in their attempt to aid the pupils. As evidenced by these facts there was real need of giving the problem of word analysis serious consideration. Uniform methods of developing independence and accuracy in pronunciation would have to be considered and teachers must be trained to make effective use of the adopted methods.

In order to make a good beginning in the right direction, I planned a series of demonstration lessons for the primary teachers to be held twice a month on Saturdays. The first five weeks of the term were devoted to blackboard and chart reading based on action words, incidental reading, and nursery rhymes. Sufficient training in phonetics for analyzing and recognizing new words was given. The new words mastered were used in little games and various sorts of activities which proved to be a great source of pleasure to the little learners. I suggested professional reading for the teachers, chief of which Jenny Lind Green's *How to Teach Reading for Fun* was inspirational.

Pupils in the middle grades lacked effective methods in solving word difficulties. To overcome this deficiency they were trained to divide words into syllables or larger component parts, to apply phonetics and visual analysis, and to derive the meaning from the context. Daily drills in articulation preceded each recitation in reading. The desire to develop skill in oral reading in order to participate in a satisfactory manner in the audience-reading period was the best means of motivation. The use of easy reading material was another means by which satisfactory results were obtained; while the most important factor, however, was the sympathetic, patient, persistent encouragement of the teacher.

Once the pupils felt able to master new words of ordinary difficulty, the desire for recreative reading was stimulated. Each teacher was aided and encouraged to build up a classroom library consisting of interesting, easy reading material which included stories, books of travel, and biographies. I considered it an important duty to see to it that teachers utilize the material provided for practice in developing various skills and abilities to efficient silent reading. Pupils were taught to look for something definite by (1) stating the aim or purpose of the selection read, (2) finding the main thought in paragraphs, (3) finding the important point in an article, (4) reproducing what is read, (5) outlining, (6) summarizing. Well-directed questions made for greater comprehension and thus one chief objective in the teaching of reading was secured.

Every three months I tested in reading. The teachers tested more frequently. I gave the final test using the *Thorndike-McCall Reading Scale*.

Specific classroom problems were met by well-planned demonstration lessons. These were not only popular with teachers, but exercised a decided effect in improving classroom procedures. Many of these lessons were planned with the express purpose to meet the needs of the inexperienced and less-capable teachers.

General teachers' meetings were held once a month. In these meetings part of the time was devoted to general sessions and part to sectional sessions in which the teachers were grouped according to grades. The program for the general meetings made for unity and coherence in teaching. These meetings offered, likewise, an opportunity for more detailed consideration of special teaching problems and lesson plans. The making of the plans was demonstrated. The teachers were requested to prepare their plans for actual teaching every evening before leaving the building, if possible, and to make free use of the school library.

After an eight-month term the results achieved in a general way measured favorably with the standard set. Most satisfactory, however, were the good results obtained in raising reading to a higher level of efficiency. Twenty-five per cent of the pupils merited the state reading certificates. Most teachers felt gratified over their achievements and expressed themselves willing and ready to continue the work for the next session in order to raise the standards to a still higher level.

High-School Chemistry Projects

Sister M. Gervase, O.P.

After the close of the first semester I found myself facing a very difficult problem, one that I think many chemistry teachers must face and find a solution for before the semester is well under way. The youth of today is not satisfied with just the mere textbook knowledge. He wants the "why" and the "wherefore" of the material presented to him, and the following are some of the many questions that I was confronted with: "What use are we going to make of all this stuff? What good will all these equations do us? Why all these formulas and lab puttering?" These and many more questions I knew I must answer and prove before I really could teach my pupils chemistry.

I have two classes of boys, twenty in each class, and as a class they are very active, good students, in fact, all that a teacher would expect her class to be. But somehow these boys were not satisfied with their chemistry—too much theory, too many equations, too many formulas, and too many problems to learn, as they expressed themselves.

Just what could I do to stimulate their interest? How could I make them see the industrial or practical side of chemistry? These and many more were the problems that presented themselves and what could one do but find a solution—somewhere or somehow. After some careful thinking and formulation of plans, I found myself ready to solve the difficulties.

To my surprise I found everyone interested in my plans and before I knew what was really happening I saw my laboratory filling up with tin cans, pails, boxes, and motors, and what looked to me like a lot of rubbish. Added to this accumulation were the active minds and functioning hands of forty wide-awake boys. I was happy that I did not forget to include the practice of patience in my plans, for tried it was.

To outline my plans in detail would be too difficult a task, but a general survey might prove of some value. I began the project with the question: "How would you like to make an industrial center of your own and illustrate to other stu-

dents some of the principles that you have learned in chemistry?" "How can we do this?" came the response. "By applying the laws and principles of chemistry to some practical uses," was my reply. "That the chemist at the filtration plant (we had recently visited there) had to learn all those equations and formulas that he used, and the plant itself is an application," answered another lad. "That is just what I would like to have you do, and now suppose you tell me just what your plans are or what phase you are interested in and we will draw up some definite plans of working models that will illustrate just what part chemistry plays in industry," I answered.

"I'd like to make a fire extinguisher that would actually work. I've tried one, but it isn't very good," was a response from a lad whom I had always thought inactive and irresponsible.

"Sister, could I make an oil well that really gushes? I know all the mechanism."

"Let me help, George, with the oil well. I'll get the products that come from oil. I saw a keen picture the other day of an oil tree that shows all the products that are derived from oil."

"I saw a salt mine once and I think that I could make a drill, and salt is an important chemical. I could make a chart, too, as Edward Mead suggested, to show all the products that are derived from salt."

These and many more were the suggestions offered. We took the rest of the period to draw up plans and make suggestions. I knew some of the difficulties that they would face in the completion of their elaborate plans, but I thought, why not let them cope with them. To me it was a situation that I will long remember. Their splendid co-operation and their determination to make it a success, in spite of their lack of materials, won from all their teachers and fellow students an admiration that will never be forgotten.

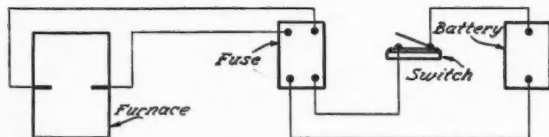
A demonstration week was held following the completion of the projects. A chairman was selected from each group and he arranged the program for the week. All the projects were working models, so each student demonstrated how his functioned and reported on the chemistry involved. These lectures and demonstrations were the fruits of many hours of research on the part of the pupil. They surveyed the library, visited local industrial plants, and secured valuable assistance and material from the local industrial chemists.

As the boys themselves know just what laborious tasks they encountered, I have asked them to describe their projects and to state their many difficulties in bringing about the completion of a most unique demonstration of its kind.

The Electric-Arc Furnace

(James Keena)

When I first decided upon the idea of an arc furnace my first task was to make a mold for the construction of the furnace. I obtained this from an old cardboard box and from this, combined with some sand and cement, a model was made. The next problem that presented itself was to find two carbon rods, which I found after much searching in an old "B" battery. Not being much of an electrician, I experimented with a toy transformer, but failed to get a spark to pass between the carbon rods. I next tried an old Ford cell and coil, and constructed it according to the following plan:



I built a power house out of an old wooden box, painted it black and bricked it with white paint. This I did to hide

all the wires and coils and to make it look more natural.

I experienced a great deal of trouble insulating the wires properly, for much of the voltage was lost in the cement. The two carbons were set in a crucible of carborundum which made the spark more effective.

My labor was fully rewarded when I saw how interested everybody was in my furnace and I think I learned more about electricity and furnaces than I could have learned from a dozen books. I also made a display chart showing all the products made in electric furnaces.

Transformation of Energy

(Alfred Moiser)

When Sister announced her plans for projects, everybody was thrilled over the thought that we were to have a rest from the mental strain that chemistry demands. But you might try your luck at a two-thousand piece jig-saw puzzle spread on several card tables with numerous broken legs. Yet, when one succeeds, these difficulties seem trivial.

I selected a project on the transformation of energy and this I tried to illustrate with a dam, which I called the Hardy Dam, because I had recently visited there.

My first step was to make a paddle wheel, which had a peculiar habit of scraping, but after some time I succeeded in getting it to behave properly. This wheel I mounted on an elevation above a sink on the lab table and surrounded the elevation with paper suggestive of rocks. Next to the paddle wheel, I constructed a power-generating plant from cardboard boxes. Inside I placed a motor and a dynamo. The motor I attached to the current, because when the current was turned on and the water falling from the paddle wheel it sounded as though electricity was actually being generated from the paddle.

Outside the power house were constructed towers and transformers made from Erector sets. From the dynamo we connected wires to the towers and transformers and then to a box which was transformed into a chemical plant. The front of the box was constructed so that one could see the electrolysis of water going on. Two other sets of wires from the towers were connected with a battery and a small Christmas-tree bulb. This was placed inside a model church. When the water and the power were turned on we were able to illustrate the transformation of energy from mechanical to electrical, from electrical to chemical and from the chemical to the energy of heat and light.

My partner and I were busy men for a few weeks, demonstrating our project, because everyone was curious to learn just how we made it so realistic. At its completion we were thrilled and happy and therefore forgot all the hardships we encountered.

Distillation

(Thaddius Kusto)

The peace of our energetic minds was rudely shattered by the abrupt introduction of project construction. We were confronted by the problem of selecting a project, simple in structure and explanation, yet worthy of our ambitious efforts and precious time. Suddenly while meditating upon the advent of beer, our first difficulty was solved—we chose the distillation project. Along with our selection came eagerness and ambition, which we must admit was somewhat tainted with our usual carelessness. By means of various reference books we refreshed our memory on distillation and consequently our minds were flooded with brilliant ideas for an eloquent model. It was in such a state of mind that we began our project work.

The first joy of success came to us with our teacher's donation of an old condenser constructed from a pail and coils of copper tubing. Such an unexpected good fortune saved us many hours of worry and toil. Our next problem

was to find a can that could be converted into a boiler. We found such a can only after a few days of searching, but alas and alack, it was filled with dried varnish. But we chose to clean this instead of wasting more valuable time searching for a suitable can. The transformation of this can into a suitable boiler was somewhat discouraging; however, it was accomplished through sheer will power. Apparently our teacher noticed our perseverance and conscientious toil, for she presented us with a large gas burner which was just what we wanted. Thus encouraged we constructed a stand made from an orange box. We met our first and greatest expense when we managed to accumulate ten cents for a can of red paint. When this was evenly distributed over our project, the appearance was somewhat improved. With this our model was complete with the exception of the exposition which was to accompany the exhibition of our model. No need to tell of the interest shown in this project—but we had a feeling, at the end of the exhibition that we could have done much better.

The Salt Mine

(John Shada)

When Dick asked me to be his coworker in a salt mine, the idea did not strike me very forcibly. It looked like too big a thing to do and I didn't enter into the spirit of it until Dick showed me a motor that he made from an abandoned auto horn. By means of barter he was able to secure a transformer and we then had what Dick considered the essentials for starting our mine. While Dick was trying to improve his "work of art" I started to build the derrick out of kite sticks that I bought for ten cents at a lumber yard near by. We didn't have any paint for the derrick so we oiled it with some heavy motor oil that we found in the lab, and were delighted with the results.

Dick completed the drill with some material from an "Erector" set, but the big problem was "how to illustrate the drilling." After searching the school basement we found an old desk drawer. We drilled several holes in the top for the drill tubes. Part of the drawer we stuffed with paper and an old piece of floor linoleum; the rest we filled with clay obtained from a creek near by. Into this we embedded the various strata and two U-tubes, one for illustrating how the drill worked and the other to show how the water was forced down; thus dissolving the salt. It also served to illustrate how the salt water was then forced into the evaporating vats.

A salt chart hangs behind the well. This illustrates all the industries in which salt is used and the various chemicals derived from the valuable sodium chloride.

Filtration

(William Irwin)

We aimed high in our project and never for a moment thought of all that is involved in a filtration plant. The janitor reports that there is not a piece of board left in the basement. Said he, "Those boys have taken everything," and we feel that we are guilty because we used every available piece of glass for making our basin aquaria. To make an aquarium sounds easy, but just try it and you will realize the unseen difficulties. My coworker's father came to our assistance and helped us to complete the aquaria. Our greatest difficulty being settled, we proceeded to build steps for the various aquaria, and here's where we feel guilty about the boards disappearing from the basement.

Our spare time was occupied with visits to the glassware shop (to get holes drilled for connecting the aquaria); to the junk yards for piping; to sand and gravel pits, and finally to the filtration plant, where the chemist, Don, and I became fast friends. The chemist supplied all the chemicals needed, which was a big asset in our estimation.

Our plan of the plant was made from a model at the filtration plant. But we think it is a slight improvement, as the chemist pointed out some defects in theirs and we tried to remedy them in ours.

This model is permanent, and will still stand improvement, but we look at it with eyes of satisfaction and are always glad to say, "We made it."

Carborundum Furnace

(Franz Hartnacke)

Who would ever think that carborundum might have a romantic past? I was convinced that it had when I finished my project of a carborundum furnace and I was also convinced that it is a very important commercial compound.

There is a branch office and a display room of carborundum products in Grand Rapids and I received a great deal of assistance from the manager. What he was not able to obtain for me he sent for to the main office at Niagara Falls. From there I obtained, free of charge, all the materials needed for the production of carborundum.

As my model could not actually produce the carborundum, due to the lack of power, I did the best I could to illustrate how it worked. The base of my furnace consisted of a board four feet long and one and a half feet wide, which I think, was formerly the inside of an old bookcase. I obtained a box, sawed it in two, and then placed the sawed ends to meet the base. This completed the primary steps of my construction, which consisted of the foundation and two stationary ends, which were forty inches apart. The sides of the new carborundum furnaces are removable and these I made from molding, kite sticks, and pieces of glass obtained from cigar boxes. On one side I covered the glass with plaster paris to make it look like firebrick. Through the glass on the other side one could see how the materials, which consisted of coke, sawdust, sand, and salt, were placed, and through the center I ran an old toaster coil and by proper insulation I was able to demonstrate how this worked and how it differed from the arc furnace made by James Keena.

The whole furnace was painted to resemble bricks. When we first planned the furnace we wanted to use tiles, but we found the box would work just as well if it were properly insulated.

We also had a display chart showing all the products derived from carborundum.

Final Results

I think these boys have given a general idea of what the projects were like; and also their attitude toward projects and industrial chemistry. Among the other projects was an oil well, similar in construction to the salt mine; a soft-water plant, so well made from tin cans and an old motor that it can remain stationary in the laboratory along with the filtration plant; a bleaching model, which after much difficulty in construction remains an interesting exhibit; a portable fire-extinguisher, which the boys suggest that we keep in case of a real fire; a refrigeration plant that looks simple in structure, "but try to make one," remarks its owner; a vinegar generator that ferments cider by means of beech shavings; a sulphur mine that I consider a clever piece of work, due to the fact that it was a hard task to get the sulphur melted and forced up from under quicksand, which was nicely done by means of three copper tubes, an air pump, a derrick, and hot water. From an old can and a funnel an interesting and practical charcoal furnace was made. Dyeing and the chemistry of paints were demonstrated by means of charts and samples obtained from various sources. Last, but not least, a gas plant, which the owner states was "so much work."

I insisted that, in all the projects, they make use of all the laws and theories, and I feel that my problem has been

solved. If the teacher is looking for a reward of effort surely there must be a great deal of satisfaction when one feels that his teaching has not been in vain.

Beginning Reading

Sister Mary Liguori

The importance of Beginning Reading cannot be over-emphasized in view of the fact that skillful silent reading is considered the most useful implement in the field of education. But, alas! there remain uncultivated vast sections of educational soil. Is it, perhaps, because many fail to lay hold of this necessary tool? How are we to account for the deplorable and, oftentimes, perplexing failures found in every stage of school life? Whence come the data which make the seldom-solved problem of interesting high-school and college students in the art of composition and fine literary analysis? May not training in the fine art of reading during the early formative period have a large share of responsibility?

With the innumerable devices and easily available equipment at hand today: with the wealth of fable, myth, romance, and adventure phrased in a vocabulary adapted to the awakening intelligence of the child, learning to read need no longer be the "scourge of infancy," but should rather be a veritable fairyland—a paradise of ever new delight. And we rejoice that the earnest artist-teacher, wherever found, is truly making it so.

However, as theory is the lesser consideration in any art, let us look at the practical side of our subject. Three definite phases present themselves: Preprimer—five weeks; beginning book reading; phonetic drill. Since the prime purpose of preprimer work is the acquisition of automatic skill in reading, memory and sight play leading parts. However, from the beginning, the teacher should discountenance a mere *saying of words*, remembering that thought-interpretation is ever the one objective. Board and chart, cards and pictures, rime and legend, with continual alertness in organizing varied and interesting activities, will enable the teacher to secure the attention necessary to guide her pupils to this peerless goal.

The first three days might be considered a transition period from free home life to the more or less restricted school activities; and *action words* be employed as the best basis for games and reading. By means of games and use of the board the words *hop, jump, run, skip*, may easily be mastered in the first day as "sight words." For instance, the teacher asks: "Can you hop?" and receives "I can hop," "I can hop, too," "The boys can hop," "The girls can hop, too." Repeating various games of running to the board, identifying the two words, and hopping back will soon frame the word-pictures in the mind. Skip and jump are handled similarly. The second day brings a reading lesson from the sentences made by the class in the previous day's activity. Teacher writes these sentences in chart fashion, on the board, substituting until the four "sight words" have place. New games will elicit other sentences as required to furnish thought for the two days' reading.

The fourth day in school finds the pupil converted into a student eager for the delightful experiences awaiting him in nursery rime, illustrations of which he has been admiring during the "library period" these three days. After an animated discussion of favorite rimes—and it will be lively—the teacher judiciously selects one which may be easily learned. The pupils are required to say each line as the teacher writes it on the board. Hereafter, the teacher will bring in her own illustrated charts, and the bulletin board will be used for collateral purposes. She will also have a Plymouth Chart or some similar device, and invite the class to play the game "Find the line which says —." When the children are quite conversant with the rime as a unit, the

teacher will dissect it into lines in the presence of the class, distribute the lines and conduct the game "Find my place on the rack," till all are properly placed. "Blinding" and afterward telling what line had been removed; pronouncing words quickly as the teacher erases them from the board, and many similar exercises which the teacher's ingenuity will suggest, bring surprising results in word recognition. Flash words are also a valuable aid. Finally, in the fifth week, the child is prepared for that wonderful thrill—composing the entire rime by the correct placing of the dissected lines.

The child feels, without knowing why, the importance of a continuous reading, and is eager to tell what he has seen in corresponding pictures. This deductive process, too, creates a correct attitude toward reading—a consciousness of the thought-content underlying the words, and affords the teacher an unrivaled opportunity of instilling into the plastic heart and mind, beautiful, lasting lessons which will lead to habits of virtue, while incidentally, developing that incomprehensible, magnetic charm—personality. Thus equipped, the child is ready for a book all his own. Easy transition from chart to primer is had by making the final chart reading identical with the initial book lesson; and more so by having used the primer stories as subjects for construction and literature periods, in the first five weeks. The new work progresses by means of dramatic narration and action, picture study, flash cards, finding words and phrases, building sentences—the combined effect of which will be *fluent reading*, not mere word uttering. Assignment is a very important feature of each activity, and strict attention to book should be required of every child, during the teacher's dramatic reading—always part of the preparation for a new lesson.

Phonetic drill is taken up simultaneously with primer reading: but as there are conflicting elements involved in the two processes of quickly gleaning the thought content and analyzing new words, the drill should have a period apart from the special reading activity. Phonetics should begin with the easy consonant sounds, such as *m, n, s*, etc. The teacher calls for lists of words with the same initial sound and drills on these until some facility in sounding is acquired. She then elicits from the class a column of three-letter words with a vowel center, and by erasing the two consonants, having called for the separate sounds, may readily teach the short vowels. Special instruction—far too comprehensive for this paper—is necessary to teach the long vowels and the various combinations involved in this third phase of beginning reading. It is understood, however, that the capable teacher has mastered the art of phonetics.



FILMS ON WILDLIFE

Two new sound pictures on the preservation of wildlife have just been issued by the U. S. Department of Agriculture.

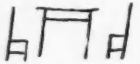





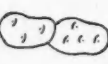





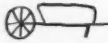
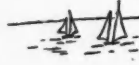










Our Wildlife Resources, a two-real talking film, shows the methods employed by the Bureau of Biological Survey to preserve our remaining species of wildlife.

The Wapiti of Jackson Hole, a one-real talking film, tells the story of the elk and their winter refuge near Jackson Hole, Wyoming.

These films in 35 mm. size, sound-on-film, may be borrowed from the Office of Motion Pictures, U. S. Department of Agriculture. No rental is charged, but the borrower pays transportation. A list of other films is available upon request.

BOOK WEEK, NOVEMBER 11-17

"Ride the book trail to knowledge and adventure" is the slogan for national book week, which is celebrated annually in November. In submitting this slogan, the committee says: "Whatever hobby horse a child chooses to ride, whatever trail of information he wants to pursue—books are altogether essential and delightful companions along the way."

	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
FIRST WEEK						
SECOND WEEK						
THIRD WEEK						
FOURTH WEEK						

An October Drawing Schedule for Grades I to VI.—Srs. M. Rita and Imelda, O.S.B.,
St. Joseph's Convent, St. Marys, Pennsylvania.

Drawing for October

Srs. M. Rita and Imelda, O.S.B.

Color Scheme

First Week: Gr. I, any color; Gr. II, yellow with brown stem; Gr. III, bird—yellow, twig—brown; Gr. IV, sky—blue, trees—purple, grass—green, water—blue; Gr. V, peach—yellow with red tint; Gr. VI, asters—violet with yellow centers.

Second Week: Gr. I, brown; Gr. II, any color; Gr. III, sky—blue, woods—brown, tree—green, trunk—brown, field—green; Gr. IV, twig—brown, apples—red, leaves—green; Gr. V, duck—yellow, water—blue; Gr. VI, sky—blue, trees—brown and, in distance, purple, water—blue, land—green.

Third Week: Gr. I, red; Gr. II, sky—golden, skiffs—black, water—blue; Gr. III, basket—brown, apples—red; Gr. IV, sky—blue, hills—brown, trees—black; Gr. V, sky—blue, trees—green, hills—brown, water—blue; Gr. VI, books—brown, red, blue.

Fourth Week: Gr. I, pumpkin—orange, mouth, nose, and eyes—black; Gr. II, pumpkin—orange, stump—brown, cat—black; Gr. III, moon—yellow, owl—brown, twig—black; Gr. IV, tree—black, owls—brown, moon—yellow; Gr. V, pumpkins—orange, eyes, nose, and mouth—black, fence—black; Gr. VI, jack-o'-lanterns—yellow, red, blue, orange, violet.

One Way of Making Composition Interesting

By a School Sister of Notre Dame

Composition periods are frequently met by the pupils with a feeling almost akin to pain. By using a diversity of methods which appeal to the children, the English periods may be rendered delightful as well as profitable. If the teacher is alert and interested, the pupils will enjoy the creative work.

The following method of procedure has never failed to create pupil activity resulting from the fact that much of it is done in collaboration. The aim is: (a) to teach vivid and con-

crete words; (b) to increase the pupils' appreciation for an adequate vocabulary; (c) to give the pupils ability to discriminate between interesting material and eliminate unnecessary ideas.

First Step: Motivation

The teacher will captivate the pupils at once if she opens the period with a discussion on "Jungle Stories" which some of the students have read. Stories of this kind appeal to the children because they are lifelike and present real pictures. Read to the children the following selection taken from Kipling's *Jungle Book*:

The air was full of the night noises, that, together, make one big silence—the click of the bamboo stem against the other, the rustle of something alive in the undergrowth, the scratch and squawk of a half-wakened bird, and the fall of water ever so far away. Little Toomai turned, rustling in the fodder, and watched the curve of his [the elephant's] big back against half the stars in heaven, and while he watched the herd, so far away that it sounded no more than a pinhole of noise pricked through the stillness, the "hoot-toot" of a wild elephant.

The undergrowth on either side of him rippled with a noise like torn canvas, and the saplings that he heaved away right and left with his shoulders sprang back again and banged him on the flank.

The grass began to get squashy, and Kala Nag's feet sucked and squelched as he put them down and the night mist at the bottom of the valley chilled Little Toomai. There was a splash and a trample and the rush of the running water, and Kala Nag strode through the bed of a river, feeling his way at each step. Above the noise of the water, as it swirled round the elephant's legs, Little Toomai could hear more splashing and more trumpeting both upstream and down—great grunts and angry snortings and all the mist about him seemed to be full of rolling wavy shadows.

Second Step: Attention to Sounds

After the pupils have learned to appreciate the vividness of this paragraph, the teacher turns their attention to the blackboard where the following sounds taken from Dicken's *Market Morning* have been previously written:

whistling of drovers; bellowing and plunging of oxen; grunting and squeaking of pigs; ringing of bells; shouts, oaths, quarreling on all sides; crawling, pushing, driving, beating, whooping, yelling, running to and fro; barking of dogs; bleating of sheep; cries of hawks; roar of voices.

Third Step: Choosing Phrases

With the assistance of the teacher the pupils add more expressions to the above list. As each student makes his contribution, the teacher writes the given phrase on the board. The following material was accumulated by a class of sixth-grade pupils:

swash of water; tinkling of bells; creaking of boards; twittering of birds; honk-honk of the horn; crash of thunder; buzz of bees; babble of voices; screech of the owl; shrieking of the siren; roaring of trains; howling of the wind; hum of machinery; clinking of checks; clanking of crockery; rumbling of cars; ticking of the clock; peal of the bells; flapping of wings; rippling of the waters; a rippling laugh; growling of the thunder; clang of hammers; shouting of newsboys; jangling of car gongs; honking and tooting of taxis; wheezing and rattling of dusty Fords; yelling of urchins; cries of an angry mob; hubbub and interminable din.

Fourth Step: New Expressions

Teach the meaning of unfamiliar expressions and connect them with ideas.

Fifth Step: Writing Paragraphs

Ask the pupils whether they would not like to write a paragraph portraying real life. Emphasize the fact that only such expressions should be used as will enliven their description. "Noon in the Loop" was written by one of the sixth-grade pupils. Equally good work may be done in any school where a similar plan is pursued by a fairly competent teacher. If the work is done in collaboration, the children build the paragraph, sentence by sentence, while one of the students writes it on the blackboard. When a paragraph is completed, it is well to have it copied in a blank book kept for this purpose.

NOON IN THE LOOP

With a violent jerk, the street car came to a sudden stop. When I alighted, the first sound to greet my ears was the well-marked rhythm of thousands of hastening feet, as they surged along the cement pavement. The shrill whistle of the traffic police, the purring of motors, the tooting and honking of horns, the creaking of heavy trucks, and the loud blast of the noon whistle almost deafened me. As the ever-increasing traffic swept on, the babble of countless voices seemed to grow in volume. The shouts of lively newsboys and the cries of excited drivers were almost drowned by the dull rumble of the electric cars overhead. Despite the roar of traffic, soft peals from a familiar church tower were heard in the distance. I felt relieved indeed, when I reached my destination away from the noise and bustle of the hurrying throng.

Topics for Paragraphs

- a) Description of a Fire.
- b) Noon in the Loop.
- c) The Lunch Hour in a School Cafeteria.
- d) A Wind Storm.

Develop the following topic sentences: (a) Mad excitement possessed everyone. (b) In the dressing room was confusion. (c) The whistle blew and the game was over.

In Christ's School Today

By a School Sister of Notre Dame

Editor's Note. The following exercise is suggested for high-school classes in religion. Let the pupils become familiar with the Gospels.

Christ's school continues today. Christ is with us today. He is nearer to us and we may call Him our own Teacher and Friend in a much more intimate sense than could those who surrounded Him in Judea. Had we lived then we might not always have been sure of a personal interview with Him. The crowds might have prevented our getting near Him. Now we know that we have but to enter a Catholic church or chapel to talk to Him and let Him talk to us. The Gospel message was not given solely for those who heard Christ. It was and is Christ's message to each one of us personally.

Find what Christ says to you on:

- Penance (Matt. iv. 17)
- His promise to you if you follow Him (Matt. iv. 19)
- Being kind and gentle (Matt. v. 4)
- Forgiving those who have offended you (Matt. v. 7)
- Being clean of speech, clean of body, clean of soul (Matt. v. 8)
- Settling disputes (Matt. v. 9)
- Giving good example (Matt. v. 16)
- Your reward if you induce others to do good (Matt. v. 16)
- Not giving way to anger (Matt. v. 22)
- Forgiving your enemies (Matt. v. 23)
- How to treat those who hate you (Matt. v. 44)
- Not letting the world in general know how good you are (Matt. vi)
- How not to pray (Matt. vi. 5)
- How to pray and what to say (Matt. vi. 6-14)
- Cheerfulness in practicing religion (Matt. vi. 17)
- That you cannot be a good Catholic and make money the goal of your ambitions (Matt. vi. 24)
- Why we should not worry about the clothes we are to wear, nor about the next meal (Matt. vi. 25)
- How to be perfectly sure that we will always have enough to eat and to wear (Matt. vi. 33)
- A sure cure for worries (Matt. vi. 34; x. 30)
- How we can make sure now that God will judge us leniently (Matt. vii. 1-2)
- How to get what we want (Matt. vii. 7-8)
- The folly of doing as others do (Matt. vii. 13)
- How to distinguish a bad companion from a good one (Matt. vii. 16)
- That we must do more than say prayers to get to heaven (Matt. vii. 21)
- The way by which to know the wise man (Matt. vii. 24)
- Our sinfulness should not prevent us from drawing near to God (Matt. ix. 13; x. 6; xviii. 11)
- Things do not always run smoothly for the good (Matt. xi. 38)
- Hospitality and little acts of kindness are great in God's eyes (Matt. xi. 42)
- Where to go for comfort and consolation when things go wrong (Matt. xi. 28)
- How to become an immediate relative of our Lord (Matt. xii. 50)
- How our desire to shine is to be realized (Matt. xiii. 43)
- That cleanness of heart is far more important than cleanness of body merely (Matt. xv. 19-20)
- How to be able to do big things (Matt. xvii. 19)
- How to be among the elite (Matt. xviii. 4; Matt. xx. 26-27; xxiii. 11)
- How to settle quarrels (Matt. xviii. 15)
- How to insure the companionship of Jesus (Matt. xviii. 20)
- How long we are to be patient with others (Matt. xviii. 21)
- What awaits us if we do not forgive and forget (Matt. xviii. 21)
- Divorce is wrong (Matt. xix. 6)
- A simple rule for becoming perfect (Matt. xix. 21)
- Why we should not envy the millionaire (Matt. xix. 23-24)
- How we can give personal service to our Lord (Matt. xxv. 40)

**LOST AND FOUND**

A junior high school in San Diego, Calif., has a lost-and-found department with the motto, "Do unto others as you would have others do unto you."

When a pupil finds something, he turns it in to the lost-and-found office. There a mimeographed slip is attached to it on which is inserted the finder's name and the number of his home-room. This slip invites the owner, after he has claimed his property, to write a note of thanks to the finder. Sometimes such transactions are posted upon the bulletin board in the rooms of the pupils concerned.

Sponging—A Drama for the Feast of Christ the King

Rev. Valentine B. Braun, S.M.

CHARACTERS: Robert Kelly (*a College Senior, well instructed in his Catholic Faith*); Clement Larson (*a College Freshman; a Catholic but rather lukewarm, and poorly instructed in his Catholic Religion*); Raymond Jenkins (*a College Freshman, professing to be a Christian but practically is far from it*).

TIME: Any evening.

SCENE:

Bob Kelly's room at State University. Cozy. Pictures and pennants in profusion on the walls. Desk to left front, littered with papers, books, and magazines. Lounge chair to right. As curtain rises Raymond Jenkins and Clement Larson enter. After knocking at the door, seeing that Bob is not there, they make themselves at home. They help themselves to Bob's cigarettes and candy.

Enter Robert Kelly in shirt sleeves, pencil on ear, as if having discussed a problem with a student across the way. Surprise and disgust at the visitors.

CLEM: Hello, Bob how's tricks? (*Holds out hand to shake—Bob ignores it. Bob makes no attempt to conceal his disgust at their disturbance.*) Oh, come on, old man, that's no way to receive visitors!

BOB: Of all things! Visitors yet! Bare-faced safe breakers I call them! A fellow can't work in peace around here at all any more.

RAY: Bob, is that nice now, keeping your guests standing here shy and nervous as they are? (*In the meantime they had taken off their coats, and were making themselves very much at home.*)

BOB: No, you don't. That pillow wasn't made for muddy shoes. (*This to Ray, who had been comfortably placing his feet in the neighborhood of a fancy designed cushion.*)

RAY: Oh, all right. But you don't have to get so excited about it! What's on your mind, Bob, anyhow?

CLEM: Yea. Why this hermit stuff all of a sudden?

BOB: Math, children, math. These assignments are enough to turn any hair gray. And if there is anything I hate most it's gray hair. Just listen to this for instance: 3 "E" to the "X," tangent "y d x," plus 1 minus "E" to the "X," secant squared, "y d y" equals "O." (*Clem and Ray were already enjoying Bob's Camels; the ashes were flicked to the floor.*) Now, I like that (*indicating ashes*). No bashfulness at all. Here's a tray; try and figure out

the purpose of such an ornament. (*They smoke away contentedly, indifferent to Bob's gibes.*) Besides, what brought you fellows here tonight? Have you no work to do?

CLEM: That's just it. That's just why we came. Too tough an assignment to handle alone, so we decided to permit you to lend your services. Feel honored? (*Bob doesn't even deign an answer—but if looks could kill . . .*)

RAY: You see, Bob, Freshman English has an essay to write—a funny thing. I've half a mind to chuck it over. Don't know whether to write a lot of hooley, or to give the dope straight. I was for the hooley, until I met Clem.

BOB: Say, if you're really after something, quit talking and start saying things! And if you're just talking . . . (*points very meaningfully to the door*).

CLEM: Oh, Bob, be sociable. You're not plotting equations now. Here have a cig (*of course from Bob's own pack*) and listen a little, won't you? (*Bob snatches the pack from Clem, puts it into his desk, slams the drawer shut; after another withering look he continues writing.*)

RAY (*not at all perturbed*): Imagine the topic Prof. Brown assigned: "What historical character do you most admire? Why?"—It's either a huge joke or a very serious proposition, you don't blame us for raising a rumpus, do you? You know I'm a Christian, so I should admire Christ more than any other character. But—Well—you know how it is.

BOB: Oh, so that's it, eh? You two came here to try to pump an assignment out of me! Well, just run along, and do your own work. It's depression these days, so I'm not giving things away! (*Bob goes back to his calculus, but Clem continues explaining.*)

CLEM: Ray came to me; he knows I'm a Catholic. But I'm not *that* kind of a Catholic. I don't know anything about such things.

BOB (*growls*): That's nothing to be proud of.

CLEM: So we courageously packed up and came over here to be meat for the nice little ogre. Ray told me you'd be like this, but I wouldn't believe him. Prof. Brown says the best essay will make first-page stuff for the school paper. And I know you wouldn't care to see Napoleon, or Ford, or Buddha, or Mussolini headlined as "most admired historical character!"

RAY: Two tickets for a lecture on

"The Financial Wizard of Our Day" were wished on me last week, and, of course, I used them. You should have heard all that the speaker had to say about our wizard, "The savior of modern civilization."

Of course Christ came in for His share of knocks: "A weak-willed timorous soul, lacking fight and courage; a Man that attracted to His ranks only slaves and poverty-stricken humanity. A Man afraid to assume the responsibility of leadership, a Man shrinking from death, yet unable to muster enough help to accomplish a rescue."

CLEM: And did that speaker paint our financial wizard! as both willing and able to assume leadership and control; as always seizing upon the best way to extend his trade—his power; a man controlling the destinies of thousands of others the world over; a man holding out to humanity some tangible comforts and pleasures, and not a dreamer's platitudes.

BOB: And you two goofs sat there open-mouthed, and took in all that gibberish! And fell for it, too!

RAY: But, Bob, that guy spoke so convincingly, and gesticulated . . .

BOB: That's it! A glib tongue and semaphore arms—that's all you need to be convinced. Proofs?

CLEM: Well, how could you answer that one about Christ being weak?

(*Bob looks hard at the two. They, of course, appear most innocent. The desire to have that objection answered appears to be their only interest in life. But Bob was not that easy. The gleam of his eye and the sort of sympathetic knowing smile show evidently that Bob is wise to their scheme. But he answers them.*)

BOB: If the people who talked would only know something about what they were saying! Why; it is just the power of Christ that makes Him so much looked up to. Look at His miracles; He doesn't have to go gathering money to put across the impossible. He works through His own power. Your financial wizard, on the other hand, does things—stupid enough things at times—but all with money. Don't you see how other men had to use outside agencies to be a "power" in their sphere? Hannibal's power was in his elephants; Napoleon's in his shock troops; Richelieu's in intrigue; Henry VIII's in cruel brutality; Buddha—I can't even picture him as having power to work! But Christ by the sheer power of His word produced most astounding results. He fed thousands with five loaves and two fishes. (Why wouldn't Stalin try that in Russia if he be such a power!) He drove out devils, cured all kinds of diseases, and even brought the dead back to life. And remember all that with

His mere: "I will!" If that's what this gesticulating speaker of yours calls weakness, then . . .

CLEM: But none of that's natural, Bob. He did all that as God! And of course God can do anything!

BOB (*lies back and laughs immoderately—then adds pityingly*): You poor little dear. So that's how it reads: when it's power then it's God, just as if Christ was not man as well! (*And he goes off on another spell of laughter.*)

CLEM (*abashed and a little riled*): All right, have it your way. But that's no argument!

RAY: After all, Bob, what did this Christ have to give to the future generations. Nothing but a weak, effeminate, "turn-the-other-cheek" doctrine. Not a strong, manly, give-and-take principle in His whole creed. And you know a man's teaching shows what he is! If He were really strong He'd have a strong doctrine, and He would have attracted strong men!

BOB: So you think Christ's doctrine is weak. Now I challenge you to try *living* that doctrine for a while! Just to test *its* strength, and yours. I'll wager living it will show you whether it's the "eye-for-an-eye" or the "turn-the-other-cheek" doctrine that demands the more strength. I mean *strength*, not brute force.

CLEM: Yea, Ray, it's not so easy. It might look easy and weak, but—well, just try it and see.

BOB: And as for the absence of real he-men from Christ's ranks, there's nothing to that at all. Peter, hard, weather-beaten fisherman, couldn't be accused of effeminacy; nobody would lead Paul around by the nose; nor was John the Baptist "a reed shaken by the wind."

CLEM: But, Bob, they were all *poor* people. Christ held *them* by the big things He promised.

BOB: All poor people! And what about Lazarus, and Nicodemus, and Paul and Cornelius, and Matthew the Publican? (*Pause.*) So you see His was a *strong* doctrine that *strong* men followed! But what's most admirable is that Christ is not *merely* strength, Christ tempers His power. You couldn't very well imagine Mussolini with a group of children swarming about him, anxious and *glad* to be with him. Christ loved, and sympathized, and pardoned, and encouraged! It's precisely that combination of power and force, with love and tenderness that we so much admire in Him.

RAY: Yes, the Man is worthy of admiration, when He works His miracles, or tells those hypocritical Pharisees where to head in. But when I think of how it all ended in an anti-climax beyond calculation, I can't help but note

the Man's weakness, and I am forced to conclude that in all His fireworks He was merely stringing the public with a sort of coward's bravado. (*Clem looks in consternation at Ray and Bob. Bob half rises from his chair, his blood boiling in him. He has a notion to throw the impertinent blasphemer out of his room. But Ray continues smoking with a show of reckless coolness, that hides well his interior quakings.*)

CLEM: He doesn't mean it that bad, Bob. Keep your shirt on, old boy, remember the "turn-the-other-cheek." (*Ignoring Clem's clumsy attempts at peace, Bob has himself by now under control. But the catch in his voice, and the quiet seriousness of his tone indicate the tension under which he is working.*)

BOB: I never before heard Christ's Passion and Death spoken of like that; nor the actions of His life classed as detestable coward's bravado! You almost made me lose my grip. You're mighty lucky you're still sitting there like the grinning fool that you are! Man, you absolutely don't know what you're talking about.

RAY: Sorry, Bob, I didn't mean it that way!

BOB: If Christ ever showed power it was precisely in His Passion. Showed it by not showing it.

CLEM: I don't get that at all, Bob!

BOB: If you'd realize what He could have done—He did give us just a glimpse of His power! Remember the effect of His "I am He" on that rabble that came seeking Him in the Garden of Olives (*pause*). Supposing you were being tortured by the north-side gangsters, and by some prearrangement of yours you were able to rout the whole outfit, to turn the tables on them, to give them a taste of their own medicine.

RAY: I'd be crazy if I wouldn't! You don't call that strength, do you, not using the strength that I have!

BOB: Just a second. — Good. — You use your power, and you escape. Result: First-page stuff—hero of the day and what not.

RAY: Yes, and just what Christ didn't do. Proving: either He didn't have the power, or He was too weak to use it.

BOB (*Heaves a sigh of mixed anger and futility at the dumb-bell before him*): Hold on—to come back to our story. Let's suppose you're being tortured by this north-side gang. You could summon help and free yourself. But you have been made to realize that the moment you use this power, a message will be flashed to your home, and two of the gang posted there, will blow up the place where Mother and Dad and your two brothers and sister are

peacefully asleep. You choose to die and endure those tortures in heroic silence, to save the life of those dear to you. (*Both Ray and Clem are following Bob. They are struck by his earnestness and seriousness. Ray is afraid to answer—he doesn't know whether Bob expects it. A nod is all that is forthcoming.*)

BOB: Now that's exactly what Christ did. First of all, Christ *had* the power. Didn't He make that crowd at Gethsemane fall over backwards by His word? And didn't He replace the ear of the servant of the High Priest, with His all-powerful touch? He showed His power just enough to prove to the world that He had it. Then He went through the most excruciating tortments and the bitterest humiliations ever recorded in history. Why? For mean little ungrateful cusses like us, to save us from an eternal death. There is enough to fill us not only with admiration for a hero, but also with love for a most powerful Friend, who refused to use His power in order to save us from ruin. Can you possibly find a stronger man and at the same time a man more worthy of our admiration—and our love?

(*Bob looks challengingly from Ray to Clem and back to Ray. Both are serious. All traces of their bantering smiles have disappeared. Made to realize the power of Christ they are beginning to admire and love Him.*)

RAY (*slowly puts out his cigarette—gets up and shakes hands with Bob*): No hard feelings, old man, and thanks a lot. I must learn more of that admirable, loving Christ of yours! (*Still slowly—as in thought he puts on his coat and hat.*)

CLEM (*breaking the spell*): Well, let's get going, Ray. Remember you've that assignment to hand in! I told you we'd get the dope if we handled the old boy right! Come on! So long, Bob, and thanks a lot!

(*Exeunt Clem and Ray.*)

(*Bob alone at his desk, lost in thought.*)

BOB: Now they think they pulled me in: well, I guess it's better to let them under that impression. But what a break! Lucky I kept my head! I never dreamt of getting at Prof. Brown in that way! He is going to get some Catholic doctrine after all, whether he wants it or not! (*Then he returns to his calculus with a smile of complacent satisfaction.*)

Now I wonder who was pulled in. Ray and Clem, or myself—or Professor Brown? — At any rate, may we all fall under the spell of the admirable, the loving Christ! — The King of our Hearts!

(*Curtain*)

New Books of Value to Teachers

The Psychology and Teaching of Spelling

By Thomas G. Foran. Cloth, 245 pp. \$2.40. The Catholic Education Press, Washington, D. C.

In this book, Dr. Foran, of the Catholic University of America, presents a careful study of recent scientific investigations in the teaching of spelling.

Under aims in teaching spelling, the author would include not only the ability to spell the limited number of words actually taught but also the acquisition of a technique for the learning of new words and a contribution of the spelling class to general attitudes and character.

Those who have not had the opportunity to follow closely the reports of recent research will be surprised at the amount of rather definite information we now have regarding the vocabulary of the spelling book. Some of this work has been so recent that, as Dr. Foran says, the authors of only the latest spelling books have had the opportunity of utilizing it.

The reader can get a very good grasp from this book of what we now know concerning the principles not only of vocabulary selection, but also of the grade placement and grouping of words, the amount of instruction necessary, methods of teaching spelling, the proper amount of supervision, tests, and remedial work.

Each chapter is followed by a bibliography and there is an index of investigators and authors mentioned in the text and a subject index.

Teachers and administrators will find this book interesting and a valuable contribution to better teaching.

Music in Rural Education

By Osbourne McConathy, W. O. Miessner, E. B. Birge, and M. E. Bray. Cloth, 304 pp. \$1.20. Silver, Burdett and Company, Newark, N. J.

This is a program in music for the teacher in a one- or two-room school based on *The Music Hour* (One-book course) by the same authors. Both authors and publishers deserve the thanks of teachers and pupils for their sincere and apparently successful effort to make music a practical realization in schools where many teachers have considered it impracticable.

Four plans are presented: The rote plan, the project plan, the chorus plan, the monthly outline plan. At least one of these plans is made possible for any teacher through the suggestions in this book and with the aid of the phonograph records of the songs in *The Music Hour*. And these helps will make the work of even the expert music teacher easier.

In addition to the presentation of plans for teaching, there are chapters on the use of the voice, qualities of children's voices, music appreciation, rhythmic activities, etc. Part Four, entitled "Useful Reference Material" gives a summary, for the teacher, of the rudiments of music, an explanation of the "So-Fa" system, and a list of the correlating phonograph records. An index makes all the material in the book available for ready reference. And the usefulness of these suggestions and items of information is not confined to rural schools.

Language in the Elementary Schools

By Paul McKee. Cloth, 494 pp. \$2. Houghton Mifflin Company, Boston, Mass.

This number of the Riverside Textbooks in Education, edited by Ellwood P. Cubberley, is concerned only with spelling, composition, and penmanship, a recent companion volume having considered the teaching of reading and literature.

The section dealing with spelling is especially valuable. Nearly 150 pages are devoted to a careful history and analysis of the vast amount of research work which has been done on this problem during the past 20 years and the author's conclusions and recommendations. After a study of these pages one knows something of how to evaluate a textbook in spelling and something of the principles upon which to base word selection and methods of teaching. The author dismisses the "logical" basis for grade placement and recommends a combination of psychological and sociological considerations involving the difficulty of the word, its commonness and frequency of use, and its "cruciality."

The section on composition, incidentally, explains why modern textbooks lay so much stress upon oral composition, discussing

the teaching of conversation, story telling, using the telephone, making announcements and explanations, giving directions, delivering speeches, etc. Much attention is given to the problem of finding live, interesting subject matter for practice. For example, nine pages are devoted to an examination of the problems of content and methods in teaching story telling at the various grade levels.

The chapters on written composition stress the more necessary and practical phases such as letter writing; record keeping; filling in forms; writing advertisements, announcements, reports, reviews, and summaries; making bibliographies, notes, etc.; creative writing of stories, poems, etc.; and the writing of themes of a common-sense type.

Lastly, the problem of teaching penmanship is analyzed from the point of view of objectives and practical means of achieving them rather than from the viewpoint of the handwriting specialist.

Language in the Elementary School is an excellent textbook for a college or normal-school course in the principles upon which curriculum and methods should be based. It is not intended to replace books on individual methods. Even the private reading of this book by the teacher in service would open to her new visions of efficiency and practical usefulness in teaching the subjects under discussion.

An Introduction to Educational Sociology

By Ross L. Finney and Leslie D. Zeleny. Cloth, 346 pp. \$2.40. D. C. Heath and Company, Boston, Mass.

In the words of the author, "this book presents some sociological insights into problems confronting teachers and supervisors every day." Much of the book is based upon the results of published and unpublished surveys of various typical communities.

A perusal of this work will bring to many a teacher memories of past situations which would have been handled in a different manner had he been guided by suggestions given herein. A Catholic teacher will, of course, not agree with all of the statements made or implied, but most of the material is at least inoffensive. The book will be of considerable value in helping teachers to adjust themselves to particular situations and to help their pupils ever stony paths.

Religion-in-Life Curriculum Plan Book

First Grade Teachers Plan Book and Manual. Edited by Edward A. Fitzpatrick. Paper, 168 pp. \$1. The Bruce Publishing Company, Milwaukee, Wis.

The Religion-in-Life Curriculum was worked out by the Catechetical Institute of Marquette University with the co-operation of a number of priests and religious teachers as an attempt to plan a complete course in religion for the eight grades of the elementary school based on both the accumulated experience of the Church and the best modern pedagogical procedures. The published course, which is now practically complete, includes *The Religion-in-Life Curriculum* (a brief outline of the plan), *The Highway to Heaven Series* (a seven-book series of texts), and teachers' plan books and manuals to accompany the various textbooks.

The First Grade Plan Book and Manual outlines in detail the lessons for this grade, suggesting many projects and teachers' helps. It supplies a great deal of information on sources of helpful material, such as pictures, charts, reference books, supplementary reading, etc.

The plan for the first grade presumes that the teacher will, with the aid of the *Plan Book*, present all the lessons and activities during the first semester without a textbook in the hands of the children. The first-grade textbook, *The Book of the Holy Child*, is to be used by the children during the second semester.

History of the United States

By Carl R. Fish and Howard E. Wilson. Cloth, 822 pp., illustrated. American Book Company, New York City.

Here we have a very readable and well-planned textbook for the senior high school laying stress upon the acquisition of an historical background and perspective.

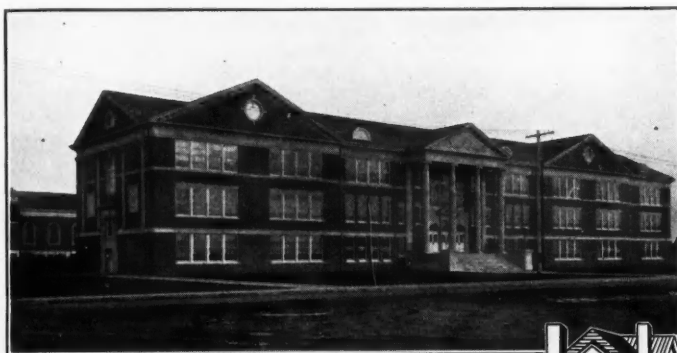
The course is divided into six large units: Colonial America, Making the Nation, Development of the Country, Slavery Controversy, Emergence of Modern America, The Twentieth Century.

(Concluded on page 12A)

SCHOOLS of TODAY

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"AT THE TURN OF THE CENTURY."



1934 Grade School, Southhampton, N. Y.
Wm. I. LaFon, Jr., architect, Southhampton.
Albert Fentzclaff, Inc., engineers, New York.
Alex Cameron, heating contractor, Southhampton.



The new grade school pictured above, for District 6, Southhampton, New York, is thoroughly modern in construction and equipment. Consequently, it is equipped with improved and most efficient JOHNSON automatic temperature regulation apparatus. Room temperatures are carefully guarded by 44 JOHNSON *thermostats* which operate valves on direct radiators. These same instruments, in combination with "air-stream" thermostats, operate valves in unit ventilating cabinets so that units will neither overheat the room nor deliver air which is uncomfortably cold Intake dampers at unit ventilators are opened and closed from a remote point A complete system of JOHNSON duct thermostats and switches operate valves and dampers at the indirect ventilating apparatus for the auditorium.

Since 1885, JOHNSON automatic temperature regulation systems have been an important part of the heating and ventilating systems in school buildings. Designed, manufactured, and installed by a single organization operating through direct branches in every part of the United States, JOHNSON apparatus has kept abreast of every change in heating and ventilating practice.

Continual improvements have been made, as new and better materials became available. "All-metal" apparatus, jewel bearings in thermostats, and "super-sensitive" instruments are examples of this development. Careful investigation and experimentation have led to new devices for air conditioning control

and industrial processes, and to varied application of existing equipment. An experienced field force of engineers and mechanics has been trained, recognition of the fact that even the best apparatus must be applied and installed correctly. "Progress" has been and is still the watchword.

JOHNSON *Dual Thermostats*, an important step in this up-to-the-minute policy, maintain a reduced, economy temperature throughout the building during non-occupancy periods. At times of partial occupancy, normal heating effect may be had in those rooms which are in use, carrying the rest of the building at a lower temperature. Separate steam mains are not required.

JOHNSON SERVICE COMPANY

Main Office and Factory
MILWAUKEE, WISCONSIN

JOHNSON
HEAT CONTROL

Branch Offices in all Principal Cities . . .